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ABSTRACT

This compilation of research briefs about John Tyler Community College (JTCC) is designed to aid managers, promote staff development, and inform key persons external to the college of trends at JTCC. The 14 reports included in the compilation are: (1) A Three Year Comparison of Annual Full-time Equivalent (FTES) Enrollment and Annual Unduplicated Credit Student Headcount, 1980-81, 81-82, and 82-83; (2) "Where Have All the Students Gone?" A Pilot Study of Student Attrition at John Tyler Community College; (3) JTCC's Current Unduplicated Curriculum Headcount and Comparable Enrollment Five Years Ago, 1977-78 and 1982-83; (4) High School Graduates Who Enroll at JTCC: Are We Getting Our "Fair Share"?; (5) The Revolving Door at John Tyler Community College: Student Attrition Revisited, 1982-83; (6) "How Do We Stack Up?" A Profile of JTCC's Student Body in Relation to the Other Virginia Community College System Institutions; (7) A Comparison of JTCC's Fall Grade Distributions, 1982 and 1983; (8) 1983 Graduate Follow-Up Study; (9) Roots: Where Our Students Come From; (10) Comparison of JTCC's Student Enrollment by Quarter, 1982-83 & 1983-84; (11) JTCC Per Capita Enrollment, Fall Quarter 1978, 1980, and 1983; (12) The Class of 1984, (a 3-year comparison of degrees conferred); (13) Summer Quarter 1983 and 1984 Comparisons; and (14) Space Utilization. (LAL)

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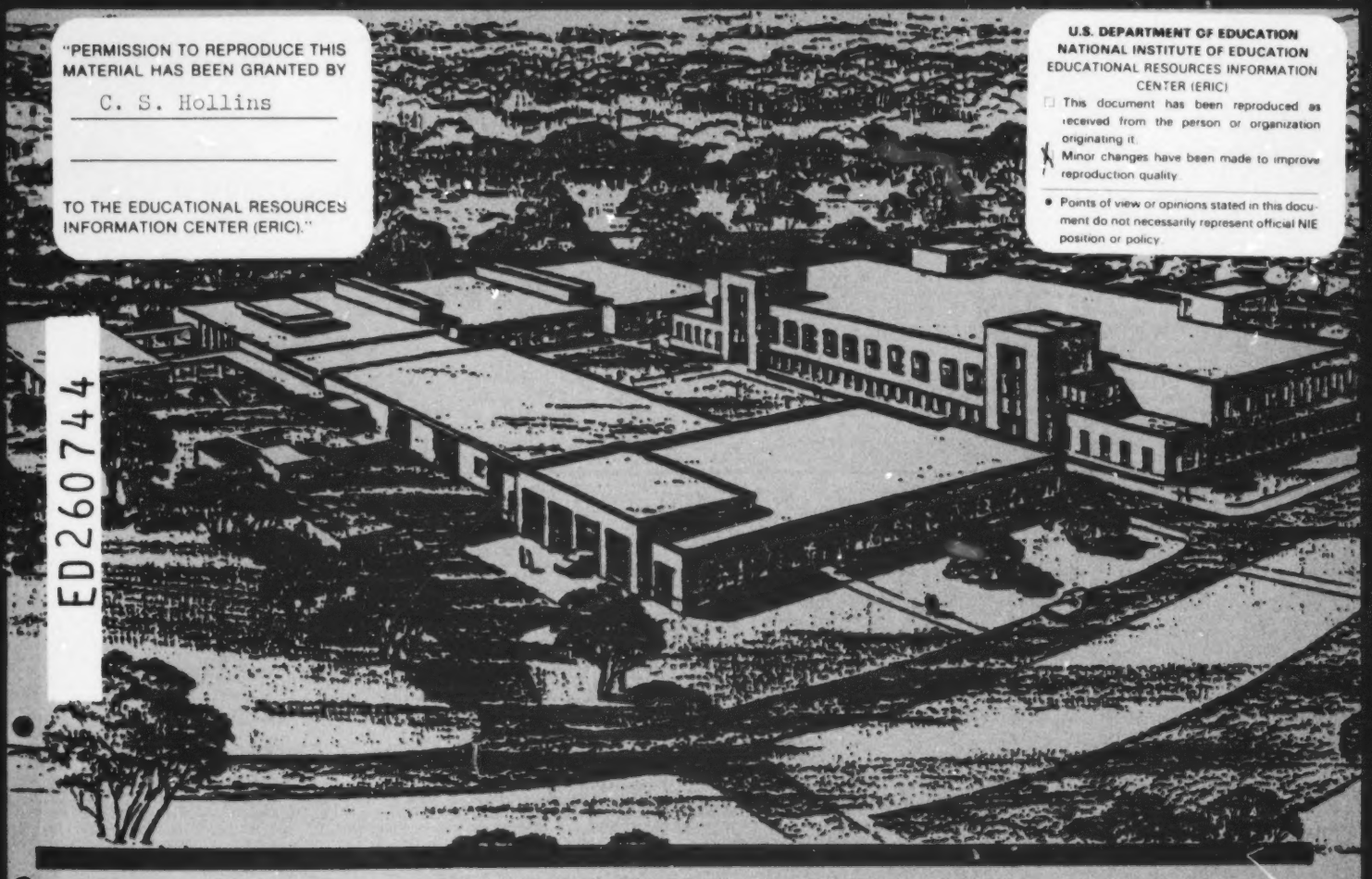

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Carol S. Hollins
Coordinator of Institutional Research

VOLUME II

ISSUES 83-14 THRU 84-8

John Tyler Community College • Chester, Virginia 23831

PREFACE

This document represents the second volume of "Know the Facts," a compilation of research briefs about John Tyler Community College. The decision was made to generate information about relevant topics and distribute as research flyers in order to:

. Provide administrative support data to aid managers in making sound decisions;

. Promote staff development through the dissemination of brief but informative facts about the College; and

. Inform key persons external to the College of trends that are emerging at JTCC and other public, two-year institutions.

This method of communication has proven to be most effective due to the time constraints of many of our readers. Several of the "Know the Facts" briefs are supplemented with full research reports that are available upon request.

As we embark upon the 1984-85 academic year, the thrust will be to use "Know the Facts" to highlight those topical areas that are consistent with the College's long and short-term goals. It is felt that such information will have the greatest impact on a number of decisions that are imminent.

Many educational administrators are adamant concerning the need to develop an institutional Factbook. "Know the Facts" is designed to be much more utilitarian than the traditional Factbook. While there are obvious benefits to compiling key institutional facts into a single document, such a project commands a significant amount of time and resources. Each college should study its environment and determine

beforehand the practical uses to be made of such a document. An earnest commitment of staff time and resources is a must in order to make Factbook production a worthwhile endeavor.

At the present time, John Tyler Community College has made the decision to continue to channel its limited resources in this direction in order to study a few things well. The development of trend information on a limited number of topics will yield the greatest long-term gain in view of administrative decision-making needs. In addition, general information on students, faculty, staff, and the College will be maintained on file and synthesized into relevant planning concepts for further study. This thrust represents an ongoing challenge for the College.

The Institutional Research Office values your questions and comments. Please share them with us in order that we may better serve our constituents.

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Research Report 83-14 September 19, 1983

A THREE YEAR COMPARISON OF ANNUAL FULL-TIME EQUIVALENT (FTES) ENROLLMENT AND ANNUAL UNDUPLICATED CREDIT STUDENT HEADCOUNT 1980-81, 81-82, and 81-83

The past academic year was characterized by widespread decline in enrollments throughout the state and nation (see Table on reverse side). Six of the twenty-three colleges in the VCCS experienced an increase in FTES during the past three years: Germanna, J. Sargeant Reynolds, Northern Virginia, Piedmont Virginia, Southwest Virginia, and Tidewater. FTES at Mountain Empire remained stable over the three-year period. Only four colleges in the VCCS realized an increase in annual unduplicated headcount enrollment: Germanna, J. Sargeant Reynolds, Northern Virginia, and Paul D. Camp. Tidewater and Virginia Highlands experienced no growth in annual unduplicated headcount. All other colleges in the VCCS witnessed fairly minute to moderate declines in FTES and unduplicated headcount between 1980-1983.

John Tyler Community College ranks 6th of the 23 state-supported community colleges relative to student enrollment. In 1982-83, the College served 2,092 full-time equivalent students and 6,720 unduplicated headcount students. JTCC's annual FTES enrollment decreased by 4 percent over the three-year period; annual unduplicated headcount declined by 9 percent.

Below is a three-year comparison of quarterly and annual FTES. Quarterly comparisons reveal that the greatest decrease occurred during the past three Spring Quarters, down by approximately 9 percent. Fall Quarter enrollments declined by almost 4 percent and Summer Quarter FTES decreased by only 2 percent over the past three years. Winter Quarter enrollments remained stable for the same period; annual FTES decreased by approximately 4 percent, from 2,182 FTES in 1980-81 to 2,092 FTES in 1982-83.

FTES COMPARISONS BY QUARTER AT JTCC
1980-81 to 1982-83

	Fall	Winter	Spring	Summer[1]	Annual
1980-81	2112	1882	1837	238	2182
1981-82	2215	1870	1678	315	2235
1982-83	2035	1873	1670	233	2092

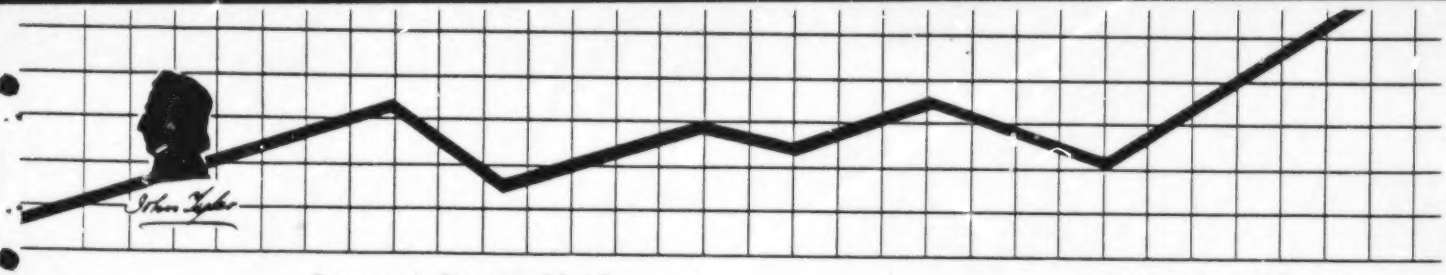
[1]Annual Equivalent

This enrollment analysis must be interpreted in light of John Tyler Community College's Basic Skills Education Program (BSEP) that operated at Fort Lee, Virginia, during 1980-81. A total of 689 FTES were generated over a period of five quarters: Fall '80 (108 FTES), Winter '81 (156 FTES), Spring '81 (146 FTES), Summer '81 (164 FTES), and Fall '81 (115 FTES). Removal of the BSEP enrollment results in an increase in FTES for the College over the period, 1980-83.

ANNUAL FULL-TIME EQUIVALENT STUDENT (FTES) ENROLLMENT
AND ANNUAL UNDUPLICATED CREDIT STUDENT HEADCOUNT
1980-81,81-82, and 82-83

COLLEGE	ANNUAL FTES				ANNUAL UNDUPLICATED HEADCOUNT			
	1982-83	1981-82	1980-81	Percent of Change 1980-83	1982-83	1981-82	1980-81	Percent of Change 1980-83
Blue Ridge	1,103	1,166	1,166	(5)	3,125	3,345	3,515	(11)
Central Virginia	1,972	2,037	2,006	(2)	5,573	6,049	5,784	(4)
Dabney S. Lancaster	679	783	736	(8)	1,571	1,990	1,893	(17)
Danville	1,868	1,986	1,940	(4)	3,684	3,822	3,900	(6)
Eastern Shore	196	237	268	(27)	743	754	806	(8)
Germanna	817	709	642	27	2,861	2,378	1,832	56
J. Sargeant Reynolds	5,059	4,995	4,744	7	17,864	17,922	17,156	4
John Tyler	2,092	2,235	2,182	(4)	6,720	7,083	7,417	(9)
Lord Fairfax	896	891	918	(2)	2,889	2,821	2,924	(1)
Mountain Empire	1,130	1,189	1,130	0	4,851	6,089	5,543	(12)
New River	1,613	1,683	1,677	(4)	5,207	5,141	5,660	(8)
Northern Virginia	17,662	18,271	17,308	2	58,083	59,765	57,572	1
Patrick Henry	706	804	817	(14)	2,090	2,523	2,438	(14)
Paul D. Camp	716	713	720	(1)	2,115	2,127	2,010	5
Piedmont Virginia	1,653	1,682	1,605	3	6,172	6,231	6,526	(5)
Rappahannock	662	704	751	(12)	2,101	2,252	2,291	(8)
Southside Virginia	832	981	961	(13)	2,638	3,378	3,190	(17)
Southwest Virginia	1,806	1,797	1,747	3	6,038	7,173	6,887	(12)
Thomas Nelson	3,659	3,841	3,692	(1)	9,967	10,713	10,334	(4)
Tidewater	8,780	9,129	8,476	4	24,964	26,655	24,936	0
Virginia Highlands	1,066	1,063	1,087	(2)	2,323	2,343	2,329	0
Virginia Western	3,163	3,347	3,281	(4)	8,535	9,176	9,197	(7)
Wytheville	1,165	1,187	1,290	(10)	2,960	3,549	3,606	(18)
VCCS TOTAL	59,295	61,428	59,144	0	183,074	193,279	187,746	(2)

Source: VCCS Planning and Evaluation



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Research Report 83-15 October 3, 1983

WHERE HAVE ALL THE STUDENTS GONE?

A Pilot Study Of Student Attrition At John Tyler Community College

Student attrition is a perennial concern for educators at all levels. In a time of dwindling enrollments and spiraling costs, not only does the loss of students reflect the deferment (or indefinite postponement) of a student's goal, but also the loss of substantial College revenue. Historically, community colleges have had very high attrition rates. Reasons why students leave school prematurely, although multi-faceted, must be better understood and strategically addressed.

During the Spring 1983, the JTCC Computer Center generated a list of all students who were enrolled at the College in the Winter 1983 but who did not return in the Spring. A total of 1,479 students were identified. ELI students who elected a 22-week course format (N=58) during the Winter 1983 were deleted as well as applicants for graduation (N=13). This represents an attrition rate of 38 percent between the Winter and Spring quarters.

A single-page survey instrument was developed and administered to former students to determine: (1) students' primary objectives in enrolling; (2) the extent to which the students' goals were accomplished; (3) reasons why students drop out; and (4) the current occupations of former students.

The response rate was 21 percent, or 299 of 1408 students. Although this is quite modest, it is not uncommon when surveying such a population. In addition, the decision was made to survey the entire population, with no follow-up mechanism, in an effort to get a composite profile of former students. Future retention studies will utilize a random sample of non-respondents. In order to establish reliable trend data, the study will be replicated between quarters (excluding Summers).

Principal Findings

The following findings are presented based on a summary of the responses of former students:

1. Non-returning student demographics appear to "mirror" the College's student body relative to the distribution by sex, race, and curriculum. Females comprised 59 percent and males, 41 percent; whites constituted 78 percent, blacks 19 percent, and "other" races, 3 percent. Curriculum choices of non-returning students included (in descending order): Data Processing/121, Nursing/70, Management/66, Child Care/56, Electronics/36, Business Administration/33, Automotive Technology/23, General Engineering/23, General Studies/21, Accounting/18, Secretarial Science/15, Police Science/14, Human Services/11, Architecture/11, and residual/60.

2. Almost nine-tenths (88.3 percent) of the non-returning students who responded were part-time.

3. The majority of the former student respondents were enrolled in only 1 (3-hour) course.

4. Almost 70 percent of the withdrawn students were unclassified and taking classes to develop or upgrade job skills or to satisfy a personal interest.

5. Four out of every 5 students (or 80 percent) said that the courses they were enrolled in were either very helpful or somewhat helpful.

6. Chief among the reasons cited for not returning was lack of time due to job requirements.

7. Almost nine-tenths (87 percent) said they were satisfied with their educational experiences at JTCC.

8. Over three-fourths (78 percent) of JTCC's former students who responded said that they were currently working.

9. Although less than 10 percent of the students said they were currently in school, almost 75 percent of them indicated they were pursuing studies part-time.

10. Four out of every five (or 81 percent) said they plan to return to JTCC in the future. Of those who said they did not plan to return to the College, extenuating circumstances were cited, such as relocation or completion of studies.

11. Open-ended comments by non-returning students addressed the following concerns:

    - More classes (sections) in Computer Science were requested so that students can avoid long lines during Registration. Better maintenance of existing equipment was also cited along with the need for more terminals to permit easier scheduling of hands-on experience.

    - A better system is needed during Registration to avoid "total chaos," long lines, etc.

    - A greater variety of courses was requested at off-campus locations.

Conclusions and Recommendations

The following conclusions and recommendations are presented to be considered for adoption:

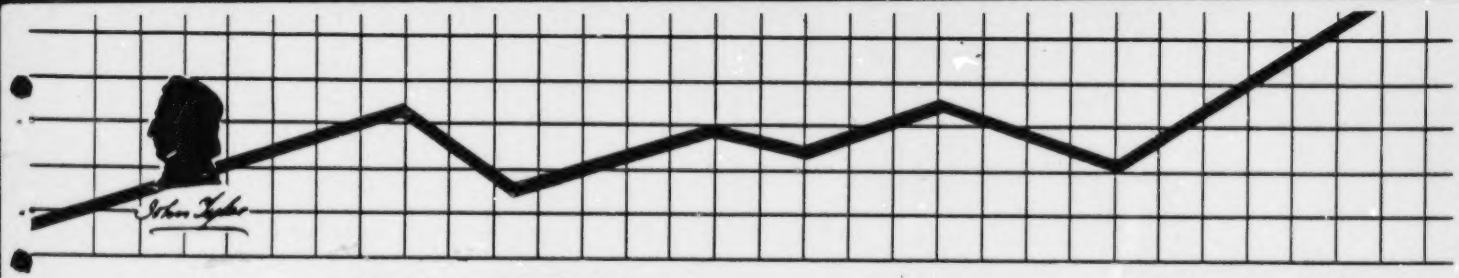
1. Through replication of the study, the College should attempt to identify potential leavers and develop specific strategies to help ensure their success <u>before</u> they interrupt their studies.

2. Retention should be given renewed emphasis at the College with each academic and support unit identifying ways in which they can assist in the overall thrust. All instructional faculty should become actively involved in this process.

3. A careful evaluation should be made periodically, by students, of class scheduling and registrati . to verify that the College is meeting student's needs. This especially critical since job requirements appear to be a prime factor in student attrition at JTCC.

4. Course demand at off-campus locations should be monitored through quarterly class enrollments and needs assessments.

5. The Co.lege should maintain communication ties with former students (through personal letters, brochures, etc.) since at least 80 percent of the former students said they plan to return to JTCC in the future.



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RESEARCH REPORT 83-16 October 17, 1983

JTCC'S CURRENT UNDUPLICATED CURRICULUM HEADCOUNT
AND COMPARABLE ENROLLMENT FIVE YEARS AGO
1977-78 and 1982-83

There are some very interesting comparisons to be made regarding John Tyler Community College's present characteristics and the College's attributes five years ago. One interesting variable to observe is unduplicated curriculum headcount enrollment which has almost doubled in five years.

Five years ago the top ten curriculums with the highest student headcount enrollment were (in descending order): Management, Data Processing, Mental Health, Police Science, Nursing, Business Administration, Electronics, Funeral Services, Accounting, and Secretarial Science.

In 1982-83, the highest enrolled curriculums were (in descending order): Data Processing, Nursing, Management, Electronics, Business Administration, Accounting, Automotive and Child Care (tied), Secretarial Science, General Engineering, and Police Science.

The total curriculum enrollment at John Tyler Community College was up by 91.6 percent over the five year period, 1977-78 to 1982-83, from 1,642 to 3,146 students. Unclassified students were up by 16.1 percent, from 3,028 to 3,515 students, for the same period. The comparison of students enrolled in Developmental Studies was not applicable inasmuch as the College altered its classification procedure in the Fall 1982 to meet federal reporting requirements. For the most part, Developmental students are interspersed in their chosen curriculums. The College's total unduplicated headcount enrollment (including curricular and non-curricular students) was up by 25 percent over the five-year period, from 5,387 to 6,720 students.

The greatest numerical increases in unduplicated curriculum enrollment over the past five years occurred in the following programs (in descending order): Data Processing (up by 487 students), Nursing (up by 377 students), Electronics (up by 138 students), Child Care Certificate (up by 99 students), Automotive Technology (up by 85 students), Accounting (up by 60 students), and Secretarial Science (up by 51 students).

The largest percentage of growth occurred in the following curriculums (in descending order): Child Care Certificate (up by 550 percent), Nursing (up by 337 percent), Data Processing (up by 301 percent), Automotive Technology (up by 266 percent), Electronics (up by 164 percent), Architecture (up by 160 percent), Accounting (up by 92 percent), and Secretarial Science (up by 82 percent).

Those curriculums that experienced the greatest percentage decline included the following programs that have been terminated: Mechanical

Engineering (down by 97 percent), Civil Engineering (down by 72 percent), and Industrial Engineering (down by 70 percent). These degree programs have been combined into a single General Engineering degree program. Other curriculums that experienced enrollment decreases were Mental Health (down by 71 percent), Teacher/Instructional Aide (down by 59 percent), Automotive Diagnosis Certificate (down by 47 percent), Police Science (down by 23 percent), and Education (down by 18 percent).

The greatest numerical decrease occurred in the Mental Health Program (down by 94 students). If Human Services is added to Mental Health, the total headcount enrollment is 106 students for 1982-83 compared to 133 students in 1977-78, resulting in a net decrease of 27 students or 20.3 percent.

One of the most consistently enrolled programs at the College is Business Management with a student headcount of 220 students in 1977-78 and 293 students in 1982-83, up by 33.2 percent.

Traditionally, JTCC has served a large number of students in the occupational/technical field. Unduplicated headcount enrollment in the College's A.A.S. programs has increased by 1,330 students or 112 percent (up from 1,188 students in 1977-78 to 2,518 students in 1982-83). Enrollment in JTCC's transfer programs (AA/AS) has increased by 142 students or 62.8 percent (up from 226 students in 1977-78 to 368 students in 1982-83). Overall, there has been little or no change in enrollments in the College's diploma/certificate programs with the exception of the Child Care Program. Enrollment in JTCC's diploma/certificate programs increased by 32 students or 14 percent (up from 228 students in 1977-78 to 260 students in 1982-83).

TABLE 1
TOP TEN CURRICULA BASED ON
UNDUPLICATED STUDENT HEADCOUNT ENROLLMENT
CURRENT AND 5 YEARS AGO

Rank	1977-78	1982-83
1	Management	Data Processing
2	Data Processing	Nursing
3	Mental Health	Management
4	Police Science	Electronics
5	Nursing	Business Administration
6	Business Administration	Accounting
7	Electronics	Automotive & Child Care
8	Funeral Service	Secretarial Science
9	Accounting	General Engineering
10	Secretarial Science	Police Science

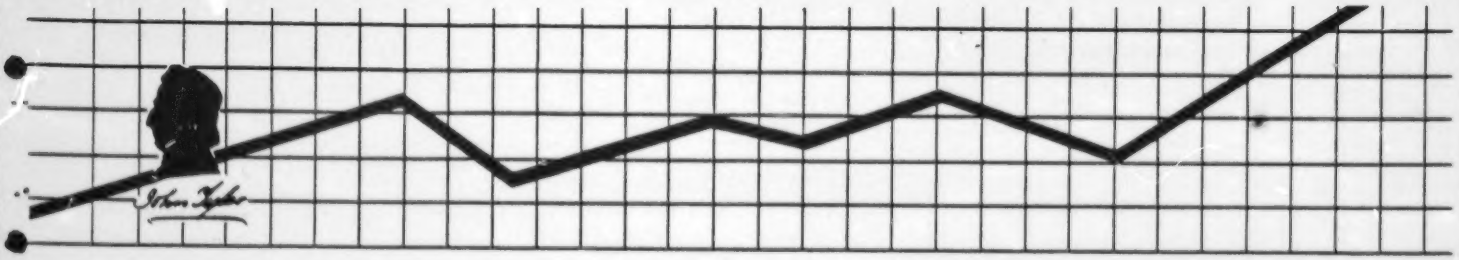
Source: Annual Unduplicated Student Enrollment Booklets, Virginia Community College System, 1977-78, 1982-83

TABLE 2
A COMPARISON OF JTCC'S UNDUPLICATED
CURRICULUM HEADCOUNT
CURRENT AND 5 YEARS AGO

CURRICULUM	1977-78	1982-83	Numerical Change	Percent of Change
AA/AS				
Business Administration	103	160	57	55.3
Education	40	33	(7)	(17.5)
General Studies	—	97	—	—
Engineering*	18	—	—	—
Liberal Arts	27	39	12	44.4
Science	38	39	1	2.6
Sub-Total	226	368	142	62.8
AAS				
Accounting	65	125	60	92.3
Architecture	25	65	40	160.0
Automotive	32	117	85	265.6
Banking/Finance*	3	—	—	—
Beverage Marketing	—	18	—	—
Civil Engineering*	29	8	(21)	(72.4)
Data Processing	162	649	487	300.6
Electronics	84	222	138	164.3
Funeral Service	78	92	14	17.9
General Engineering	—	102	—	—
Hotel Restaurant Inst. Mgt.*	—	11	—	—
Human Services	—	67	—	—
Industrial*	23	7	(16)	(69.6)
Management	220	293	73	33.2
Mechanical Engineering*	31	1	(30)	(96.8)
Mental Health	133	39	(94)	(70.7)
Nursing	112	489	377	336.6
Police Science	129	100	(29)	(22.5)
Secretarial Science	62	113	51	82.3
Sub Total	1,188	2,518	1,330	112.0
Diploma/Certificate				
Air Conditioning/Refrig.*	45	—	—	—
Automotive Diagnosis	34	18	(16)	(47.1)
Building Construction	—	6	—	—
Child Care	18	117	99	550.0
Clerical Studies	26	36	10	38.5
Drafting*	5	—	—	—
Educational Secretary*	3	—	—	—
Food Service Management	16	9	(7)	(43.8)
Machine Shop	31	33	2	6.5
Teacher/Instructional Aide	17	7	(10)	(58.8)
Welding	33	34	1	3.0
Sub-Total	228	260	32	14.0
TOTAL (All Curriculums)	1,642	3,146	1,504	91.6
Unclassified	3,028	3,515	487	16.1
Developmental**	717	59	N/A	N/A
GRAND TOTAL	5,387	6,720	1,333	24.7

*Discontinued
**Coding for Developmental Students was altered Fall '82 making comparisons inappropriate.

Source: Annual Unduplicated Student Enrollment Booklets, Virginia Community College System, 1977-78, 1982-83



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Research Report 83-17 October 31, 1983

HIGH SCHOOL GRADUATES WHO ENROLL AT JTCC: Are We Getting Our "Fair Share"?

Although the median student age at John Tyler Community College is rising (it is currently 28 years old), the make-up of the College's future student body will continue to be shaped significantly by high school graduates in our Service Area. Projected membership in the Virginia public schools reflects a steady decline in enrollment with a slight upturn around 1990. An even sharper decline is projected for grades 8-12 due to decreases in birth rates.

How will these sobering statistics affect the percentage of high school graduates attending postsecondary institutions in Virginia? Two-year colleges? John Tyler Community College? Table 1 below gives a three-year trend of high school graduates by the eleven cities and counties in our Service Area. The approximate percentage who attend two-year and four-year colleges is also presented.

TABLE 1
A THREE-YEAR TREND OF HIGH SCHOOL GRADUATES IN THE CITIES/COUNTIES IN JTCC's SERVICE AREA AND PERCENTAGES ATTENDING TWO-YEAR AND FOUR-YEAR COLLEGES

COUNTY/CITY	NUMBER OF GRADUATES			% GRAD. CONTIN. EDUCATION	
	1980-81	1981-82	1982-83	2-Year Colleges	4-Year Colleges
Amelia	87	103	102	18.4	14.6
Charles City	85	99	65	18.2	9.1
Chesterfield	2,103	2,138	2,024	13.5	42.8
Dinwiddie	304	369	317	15.2	16.5
Prince George	352	339	354	26.5	24.8
Surry	85	122	71	10.7	32.8
Sussex	190	195	158	4.1	29.7
Colonial Heights	258	291	258	24.1	29.6
Hopewell	333	310	294	11.0	18.4
Petersburg	544	555	517	13.0	31.5
Richmond*	428	443	438	11.1	32.2
TOTAL (Service Area)	4,769	4,964	4,598	13.9	33.0
TOTAL (State of VA)	67,124	67,809	61,830	17.1	35.6

*Includes Richmond South of the James (approximately 33.4%)

Source: Facing Up - 16 and 17, Division of Management Information Services, Department of Education, Commonwealth of Virginia, March 1982 and 1983, October 1983 (unpublished)

Table 1 reveals that the number of graduates has been remaining fairly steady or declining throughout the Service Area for the past three years. As expected, there has been a corresponding decline in the

percentage of high school graduates attending two-year and four-year colleges in the Service Area and throughout the state. The largest percentage of students attending two-year colleges are from Prince George County and the city of Colonial Heights. The smallest proportion of high school graduates attending two year colleges are from Sussex, Surry, Hopewell, and Richmond. Chesterfield County has a comparatively small percentage of graduates who attend two-year colleges (13.5 percent) in relation to those enrolling at four-year institutions (42.8 percent).

TABLE 2
1983 HIGH SCHOOL GRADUATES WHO ENROLLED AT JTCC - SUMMER & FALL 1983

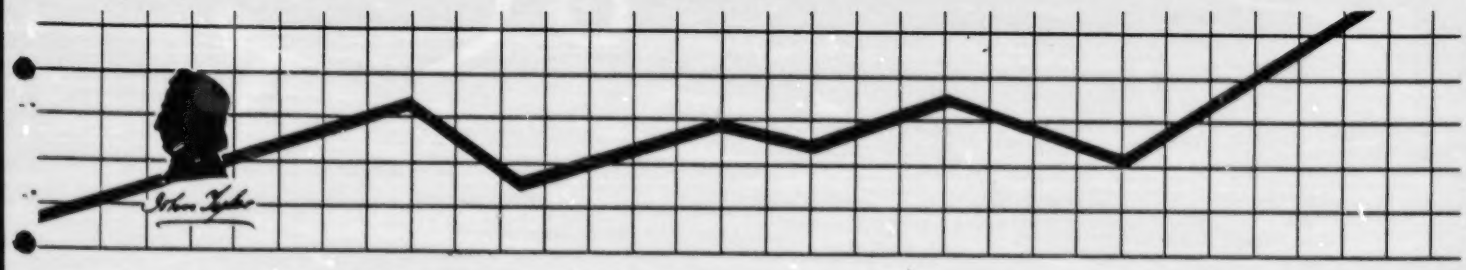
COUNTY/CITY	HIGH SCHOOL	# '83 GRADS	NO. ENROLLED AT JTCC			
			SUMMER 1983	FALL 1983	TOTAL	%
Amelia	Amelia Academy	16		4	4	25
	Amelia County	102	1		1	1
Charles City	Chas. City County	65		2	2	3
Chesterfield	Clover Hill	240	1	22	23	10
	Gill School	?		1	1	*
	Lloyd C. Bird	249	5	20	25	10
	Manchester	225		12	12	5
	Matoaca	147	2	11	13	9
	Meadowbrook	310	3	27	30	10
	Midlothian	238		3	3	1
	Monacan	407	1	12	13	3
	Thomas Dale	235	6	32	38	16
Dinwiddie	Dinwiddie County	317	2	21	23	7
Prince George	Prince George	354	5	29	34	10
Surry	Surry County	71	1	5	6	8
Sussex	Sussex Central	158		4	4	3
Colonial Heights	Colonial Heights	258	2	16	18	7
Hopewell	Hopewell	294	6	16	22	7
Petersburg	Bollingbrook	19		1	1	5
	Gibbons	29	1	2	3	10
	Petersburg	517	3	31	34	7
Richmond	Armstrong-Kennedy	377		1	1	*
	Marshall-Walker	325		1	1	*
	Jefferson-Huguenot-Wythe	536	1	1	2	*
Isle of Wight	Tidewater Academy		1	1	2	*
	TOTAL		41	275	316	7.2

*Not Applicable - only George Wythe and Huguenot High Schools are located in JTCC Service Area.

Sources: Individual high schools; Chesterfield and Richmond School Boards; JTCC Computer Center.

Table 2 gives a listing of all area high schools by city and county, the number of 1983 graduates, and the number and percentage of students that enrolled at JTCC in the Summer and Fall 1983. Relative to JTCC's 1983-84 student body, the following percentage of graduates enrolled from the area high schools (in descending order): Amelia Academy (25 percent), Thomas Dale (16 percent), Clover Hill, Bird, Meadowbrook, Prince George, and Gibbons (10 percent), Matoaca (9 percent), Surry County (8 percent), Dinwiddie County, Colonial Heights, Hopewell and Petersburg (7 percent each), Manchester and Bollingbrook (5 percent), Charles City, Monacan, and Sussex (3 percent), and Amelia County and Midlothian (1 percent). (Richmond schools are excluded since technically only George Wythe and Huguenot High Schools are in the College's Service Area.) The total percentage of all high school graduates from the Service Area attending JTCC this fall is 7.2 percent.

In response to the question, "Are we getting our fair share?", in some instances perhaps we are; however, in too many cases we are not. This information points to the need to carefully evaluate our recruitment efforts (including articulation) and to upgrade where needed. A concomitant concern would be to document the need for expansion of our Midlothian Outreach Office in order to accommodate the growing number of students who live in that area but reside too far from John Tyler to make commuting attractive.



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-18 November 14, 1983

THE REVOLVING DOOR AT JOHN TYLER COMMUNITY COLLEGE: STUDENT ATTRITION REVISITED 1982-83

While all colleges have a revolving door, some of them make more revolutions per quarter than others. Student attrition is a national concern that is especially critical in light of declining enrollments, budgetary constraints, and, tantamount, the fulfillment of the college's responsibility to students.

Below is an analysis of student attrition for 1982-83 at John Tyler Community College. Table 1 gives the attrition rates by curricula/non-curricula students who enrolled in the Fall 1982 and did not return in the Winter 1983, as well as those who enrolled in the Winter 1983 and did not return in the Spring 1983. (It should be noted that first-time students in the Winter and Spring are not considered in the determination of Fall to Winter or Winter to Spring attrition, respectively.) The attrition for curricula students averaged 27 to 28 percent between quarters, while non-curricula (unclassified) students averaged 54 to 55 percent between quarters. Overall attrition between quarters at John Tyler Community College averaged 39 to 40 percent.

Table 1
NON-RETURNING STUDENTS
BY CURRICULA/NON-CURRICULA
1982-83

	Enrolled Fall 82	Non-Return Winter 83	Attrition Rate	Enrolled Winter 83	Non-Return Spring 83	Attrition Rate
Curricula	2,131	588	28%	2,105	578	27%
Non-Curricula	1,889	1,020	54%	1,635	901	55%
Total	4,020	1,608	40%	3,740	1,479	39%

Table 2 shows non-returning students by sex. Males who dropped out (or stopped out) averaged 36 to 37 percent. The attrition rate of females was higher, averaging 41 to 43 percent last year.

Table 2
NON-RETURNING STUDENTS
BY SEX
1982-83

	Enrolled Fall 82	Non-Return Winter 83	Attrition Rate	Enrolled Winter 83	Non-Return Spring 83	Attrition Rate
Male	1,722	618	36%	1,632	610	37%
Female	2,298	990	43%	2,108	869	41%
Total	4,020	1,608	40%	3,740	1,479	39%

Table 3 displays non-returning students by race. White students who discontinued their studies averaged 40 to 41 percent in 1982-83. Black students who dropped out/stopped out averaged 36 to 37 percent last year. "Other race" students ranged from 33 percent who dropped out between Winter and Spring and 38 percent who dropped out between Fall and Winter.

Table 3
NON-RETURNING STUDENTS
BY RACE
1982-83

	Enrolled Fall 1982	Non-Return Winter 83	Attri-tion Rate	Enrolled Winter 1983	Non-Return Spring 1983	Attri-tion Rate
White	3,102	1,275	41%	2,852	1,155	40%
Black	812	293	36%	769	285	37%
Other	106	40	38%	119	39	33%
Total	4,020	1,608	40%	3,740	1,479	39%

Table 4 gives the non-returning student by full-time/part-time status. Half of all part-time students dropped out between Fall and Winter while only 14 to 16 percent of the full-time students dropped out.

Table 4
NON-RETURNING STUDENTS
BY FULL-TIME/PART-TIME

	Enrolled Fall 1982	Non-Return Winter 1983	Attri-tion Rate	Enrolled Winter 1983	Non-Return Spring 1983	Attri-tion Rate
Full-time	1,182	190	16%	1,092	158	14%
Part-time	2,838	1,418	50%	2,648	1,321	50%
Total	4,020	1,608	40%	3,740	1,479	39%

The attrition of students by curriculum for 1982-83 is shown in Table 5. It should be noted that those programs with the lowest attrition were (in ascending order): Funeral Services (14 percent between Fall and Winter and 11 percent between Winter and Spring), Police Science (15 percent between Fall and Winter and 19 percent between Winter and Spring), and Architecture (16 percent between Fall and Winter and 23 percent between Winter and Spring).

The programs of study with moderate attrition rates generally ranging from 20 to 40 percent were (in ascending order): Electronics (20 percent between Fall and Winter and 23 percent between Winter and Spring), Automotive (20 percent between Fall and Winter and 26 between Winter and Spring), General Engineering (22 percent between Fall and Winter and 30 percent between Winter and Spring), General Studies (23 percent between Fall and Winter and 30 percent between Winter and Spring), Civil Engineering (25 percent between Fall and Winter and 50 percent between Winter and Spring), Building Construction (25 percent between Fall and Winter and 60 percent between Winter and Spring), Teacher Aide (25 percent between Fall and Winter and 67 percent between Winter and Spring),

Table 5
NON-RETURNING STUDENTS
BY PROGRAM
1982-83

CURRICULUM Code	Enrolled Fall 82	Non-Return Wint 83	Attrition Rate	Enrolled Wint 83	Non-Return Sprg 83	Attrition Rate
203 - Accounting	83	24	29%	88	18	20%
901 - Architecture	50	8	16%	47	11	23%
030 - Audit	3	3	100%	-	-	-
910 - Automotive Diag & Tune-up	15	6	40%	10	3	30%
909 - Automotive	91	18	20%	89	23	26%
236 - Beverage Marketing	6	3	50%	9	3	33%
989 - Building Construction	4	1	25%	5	3	60%
213 - Business Administration	123	34	28%	115	33	29%
212 - Business Management	186	52	28%	195	66	34%
023 - Career Exploration	29	9	31%	24	8	33%
634 - Child Care	36	13	36%	84	56	67%
915 - Civil Engineering Tech	8	2	25%	6	3	50%
218 - Clerk Typist	28	8	29%	22	8	36%
209 - Computer Programming	418	138	33%	403	121	30%
022 - Developing Skills	163	88	54%	177	114	64%
625 - Education	23	7	30%	22	4	18%
981 - Electronics	169	34	20%	154	36	23%
241 - Food Service Management	5	2	40%	5	4	80%
155 - Funeral Service	59	8	14%	63	7	11%
968 - General Engineering	76	17	22%	77	23	30%
699 - General Studies	64	15	23%	70	21	30%
027 - High School Student	49	15	31%	40	19	48%
235 - Hotel/Motel/Rest Inst Mgt	12	8	67%	3	1	33%
480 - Human Services	38	12	32%	45	11	24%
963 - Industrial	-	-	-	6	1	17%
648 - Liberal Arts	31	12	39%	26	1	4%
959 - Machine Shop	18	7	39%	17	6	35%
154 - Mental Health	32	12	38%	25	9	36%
156 - Nursing	353	94	27%	336	70	21%
028 - Pending Curriculum	254	103	41%	233	95	41%
024 - Personal Satisfaction	802	453	56%	620	329	53%
464 - Police Science	72	11	15%	72	14	19%
029 - Restricted Enrollment	6	2	33%	5	1	20%
880 - Science	28	9	32%	22	3	14%
276 - Secretarial Science	77	27	35%	66	15	23%
629 - Teacher Aide	4	1	25%	3	2	67%
026 - Transfer	55	24	44%	44	17	39%
025 - Transient	13	7	54%	14	8	57%
021 - Upgrading Skills	544	316	58%	508	310	61%
995 - Welding	16	5	31%	20	2	10%
Total	4,043*	1,608	40%	3,770*	1,479	39%

*Enrollment taken from History tapes rather than Census data

Source: JTCC Computer Center

Nursing (27 percent between Fall and Winter and 21 percent between Winter and Spring), Business Administration (28 between Fall and Winter and 29 percent between Winter and Spring), Business Management (28 percent between Fall and Winter and 34 percent between Winter and Spring). Accounting (29 percent between Fall and Winter and 20 percent between Winter and Spring), Clerk-Typist (29 percent between Fall and Winter and 36 percent between Winter and Spring), Education (30 percent between Fall and Winter and 18 percent between Winter and Spring), Welding (31 percent between Fall and Winter and 10 percent between Winter and Spring), Science (32 percent between Fall and Winter and 14 between Winter and Spring), Human Services (32 percent between Fall and Winter and 24 percent between Winter and Spring), Computer Programming (33 percent between Fall and Winter and 30 percent between Winter and Spring), Secretarial Science (35 percent between Fall and Winter and 23 percent between Winter and Spring, Child Care (36 percent between Fall and Winter and 67 percent between Winter and Spring), Mental Health (38 percent between Fall and Winter and 36 percent between Winter and Spring), Liberal Arts (39 percent between Fall and Winter and 4 percent between Winter and Spring), Machine Shop (39 percent between Fall and Winter and 35 percent between Winter and Spring), Automotive Diagnosis and Tune-Up (40 percent between Fall and Winter and 30 percent between Winter and Spring), Food Service Management (40 percent between Fall and Winter and 80 percent between Winter and Spring).

Two additional programs not alluded to above are: Beverage Marketing (50 percent attrition between Fall and Winter and 33 percent between Winter and Spring), and Hotel/Motel Restaurant/Institutional Management (67 percent between Fall and Winter and 33 percent between Winter and Spring).

Most of the unclassified students accounted for the largest student attrition at John Tyler Community College, including: Audit (100 percent between Fall and Winter and inapplicable between Winter and Spring), Career Exploration (31 percent between Fall and Winter and 33 percent between Winter and Spring), Developing Skills (54 percent between Fall and Winter and 64 percent between Winter and Spring, High School Students (31 percent between Fall and Winter and 48 percent between Winter and Spring), Pending Curriculum (41 percent between Fall and Winter and 41 percent between Winter and Spring, Personal Satisfaction (56 percent between Fall and Winter and 53 percent between Winter and Spring), Restricted Enrollment (33 percent between Fall and Winter and 20 between Winter and Spring, Transient (54 percent between Fall and Winter and 57 percent between Winter and Spring), and Upgrading Skills (58 percent between Fall and Winter and 61 percent between Winter and Spring).

Principal Findings and Conclusions

1. Unclassified students were twice as likely to drop out compared to curricular students.

2. Females tended to drop out at a slightly higher proportion than males.

3. Whites dropped out at a slightly higher rate than blacks and other minorities.

4. Almost half of all part-time students dropped out from quarter to quarter while less than 1 out of every 5 full-time students dropped out between quarters.

5. Students in most areas of business had moderate attrition, including Computer Programming and Secretarial Science. Slightly higher rates in these areas may be attributed to the tendency for students to more readily obtain jobs upon acquiring a few skills versus completion of a program. Another factor that should be investigated in this analysis is the higher student-teacher ratio.

6. Students in the engineering technology areas tended to have lower attrition rates, including Funeral Services, Police Science and Nursing. This may be attributed to several factors, including (1) the strong, departmental ties in some of these areas in creating a cohesive bond among students and faculty, and/or (2) the students' need to complete the requirements for a degree in the above programs of study to enhance the likelihood of job placement or promotion.

7. Students who are enrolled in one of the College's certificate programs generally have a higher attrition rate than those in college transfer or occupational-technical programs.

8. Unclassified students represent the most transitory group at the college. For a number of these students, previous results indicate that their goals (completion of one or two courses) were successfully accomplished.

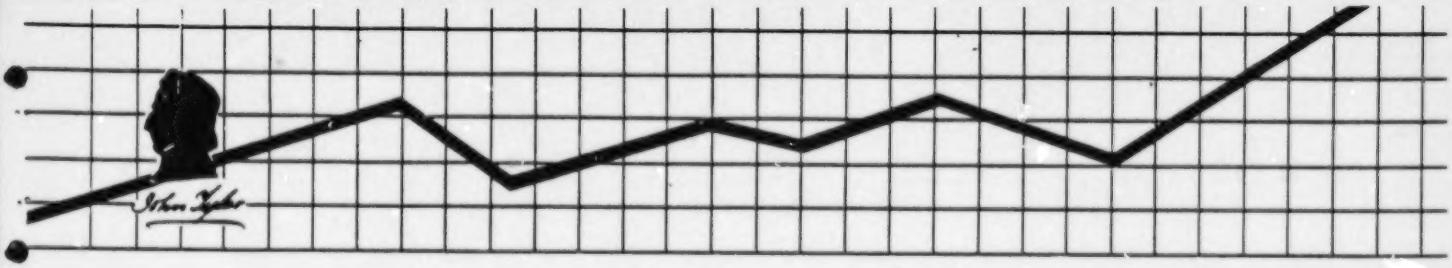
National statistics indicate that as high as 40 to 60 percent attrition is typical for community colleges. John Tyler Community College students appear to mirror national statistics, especially in light of parameters that have been identified to establish the profile of a dropout: part-time, commuting, low income, attending public institution, no strong peer association, low grades, financial problems, and a host of other indicators.

It is generally agreed that efforts to ameliorate high attrition rates must represent a total institutional effort. They must be implemented with genuine care and concern for all students' well-being. Spearheading such a collegewide effort must be all full-time and adjunct faculty who are in contact with students on a day-to-day basis, along with 100 percent of the College administrators, counselors, and clerical and other support staff in every office at the College.

Anything less will threaten not only the survival of the student, but the survival of the institution as well.

Subsequent reports concerning attrition will investigate course attrition, students who "stop-out" versus those who "drop-out," as well as former students' perceptions of the College.

* * * * *



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 83-19 December 5, 1983

HOW DO WE STACK UP?
A Profile of JTCC's Student Body In Relation to the Other VCCS Institutions

Below is a summary of John Tyler Community College's annual unduplicated student headcount enrollment for 1982-83. Comparative data on the other 22 institutions in the Virginia Community College System is also provided.

Full-Time/Part-Time

JTCC's annual unduplicated student headcount enrollment for 1982-83 was 20 percent full-time and 80 percent part-time. The range for other VCCS institutions extended from a high of 43 percent full-time and 57 percent part-time students at Danville Community College to a low of 16 percent full-time and 84 percent part-time students at Piedmont Virginia Community College. Collectively, the VCCS Institutions enrolled 22 percent full-time and 78 percent part-time students.

Male/Female

JTCC's student body was 42 percent male and 58 percent female in 1982-83, which compared favorably with the other VCCS institutions (44 percent male and 56 percent female). Other community colleges ranged from 37 percent male and 63 percent female at J. Sargeant Reynolds Community College to 52 percent male and 48 percent female at Southwest Virginia Community College.

Degree Type

College Transfer - Students pursuing one of the college transfer degree programs averaged 31 percent for all of the VCCS. John Tyler Community College represented the lower limit of the range with only 12 percent of its curricular students pursuing one of the college transfer programs. The upper limit of the range was occupied by Piedmont Virginia Community College with 69 percent of its students enrolled in one of the College's transfer programs.

Occupational/Technical - Students enrolled in one of the occupational/technical programs averaged 53 percent for the VCCS. The lower limit was 20 percent of its curricular students in an A.A.S. program at Paul D. Camp Community College. The upper limit was 80 percent in an A.A.S. program at John Tyler Community College.

Diploma/Certificate - Diploma/Certificate students averaged 15 percent of all curricular students in the VCCS. The lower limit was occupied by Germanna Community College with only 3 percent of its degree-seeking students pursuing one of the College's

certificate programs, followed closely by Northern Virginia Community College with 4 percent of its curricular students pursuing a diploma/certificate. The upper limits of the range of diploma/certificate students were enrolled at Patrick Henry Community College with 44 percent and Danville Community College with 48 percent. John Tyler Community College enrolled 8 percent of its degree seeking students in a diploma/certificate program.

Unclassified - Unclassified students averaged 50 percent of all headcount enrollments in the VCCS. John Tyler Community College had 52 percent of its student body designated unclassified. The range of unclassified students extended from 10 percent at Paul D. Camp Community College to 69 percent at Eastern Shore Community College.

Race

Eighty-two percent (82%) of all students in the VCCS are white, compared to 77 percent at John Tyler Community College. Throughout the VCCS, ranges extend from 99 percent who are white at Mountain Empire Community College to 58 percent white students at Paul D. Camp Community College. Black students averaged 13 percent in the VCCS and 19 percent at John Tyler Community College. The smallest percentage of black students (1 percent) were enrolled at Mountain Empire and Southwest Virginia Community Colleges. The largest percentage of black students, 41 percent, enrolled at Paul D. Camp Community College. "Other race" students comprised about 5 percent of all students in the VCCS and 3 percent at JTCC. The range extended from less than 1 percent for a number of the community colleges to a high of 10 percent at Northern Virginia Community College.

Day/Night

An average of 61 percent of students in all VCCS institutions attended classes during the day with 39 percent pursuing evening studies. John Tyler Community College is typical of the VCCS with 58 percent of its student body attending day classes and 42 percent enrolled at night. The highest percentage of those attending day classes were enrolled at Dabney S. Lancaster Community College (82 percent). The lowest percentage of those attending day classes were enrolled at Germanna Community College (41 percent). The reverse of the above was found for those attending evening classes: the highest and lowest percentage of students attending night classes were enrolled at Germanna Community College and Dabney S. Lancaster, respectively.

Age

Over one-third of all students in the VCCS are in the 25-34 age range. Approximately one-fourth are in the traditional college age range of 18-21. John Tyler has a slightly older student body with 35 percent in the 25-34 age category and approximately 20 percent each in the 18-21 and 35-44 age categories. The largest percentage of students in the 18-21 age grouping are enrolled at Virginia Highlands, Danville, Blue Ridge, Dabney S. Lancaster, Patrick Henry, and Central Virginia Community Colleges, averaging one-third of their student bodies. The largest percentage of older students (25 years and older) are enrolled at Mountain Empire, Piedmont Virginia, and J. Sargeant Reynolds Community Colleges, ranging from 55 to 60 percent.

Curricula

The highest enrolled curricula in the VCCS by degree type are General Studies (AA/AS), Data Processing (AAS), and Career Studies (Diploma/ Certificate). John Tyler Community College is fairly representative with the following highest enrolled curricula: Business Administration (AA/AS), Data Processing (AAS), and Child Care (Diploma Certificate). See Table 1.

Residence

John Tyler Community College serves approximately 2.35 percent of all college age students in its Service Area. JTCC enrolled approximately 90 percent of all students attending a Virginia community college from Prince George, Hopewell, and Petersburg, 88 percent from Colonial Heights, 73 percent from Dinwiddie, 62 percent from Chesterfield, 61 percent from Sussex, 55 percent from Surry, 53 percent from Amelia, 24 percent from Charles City, and 11 percent from Richmond. (Note: John Tyler Community College serves Richmond, South of the James River, approximately 33.3 percent of the population.) See Table 2.

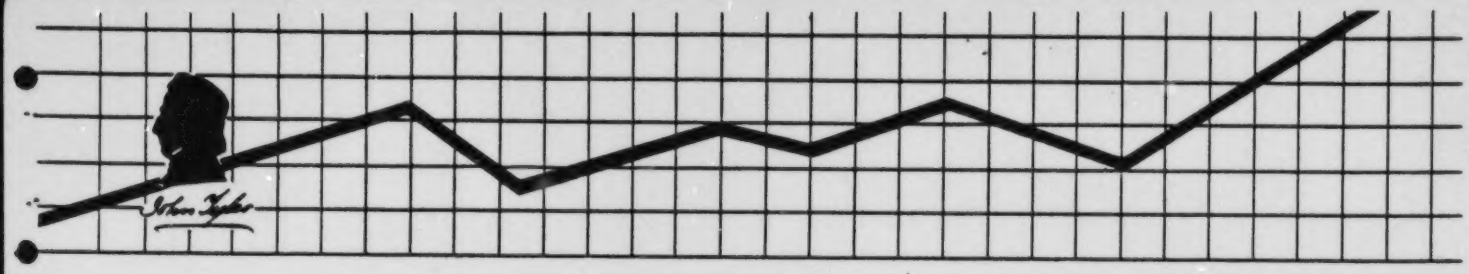
Parenthetically, the characteristics of each college are dependent largely upon the composition of the Service Area. Therefore, each of the foregoing characteristics is intended to provide descriptive analyses only and should not be misconstrued to represent what an ideal is or should be. Questions that might be raised include: (1) Is the College adequately serving each segment of its Service Area according the above indicators? and (2) Are there additional programs and/or services that the College should provide to more effectively meet the changing needs of students?

TABLE 1
HIGHEST ENROLLED CURRICULA
IN THE VCCS
BY TYPE OF AWARD
1982-83

College	AA/AS	AAS	Dipl/Cert
BRCC	Arts & Sciences	Data Processing	Career Studies
CVCC	Business Administration	Data Processing	Career Studies
DSLCC	General Studies	Nursing	Comp/Mach Opr
DCC	Science	Data Processing	Elec/Elec
ESCC	Business Administration	Management/Sec Sci	Clerical Studies
GCC	General Studies	Management	Clerical Studies
JSRCC	Business Administration	Data Processing	Comp/Mach Opr
JTCC	Business Administration	Data Processing	Child Care
LFCC	General Studies	Management	Career Studies
MECC	General Studies	Mining	Career Studies
NRCC	General Studies	Management	Comp/Mach Opr
NVCC	General Studies	Data Processing	Travel Tourism
PHCC	General Studies	Management	Data Processing
PDCCC	General Studies	Management	Clerical Studies
PVCC	General Studies	Data Processing	Elec/Elec
RCC	Arts & Sciences	Management	Clerical Studies
SSVCC	Science	Management	Coop Career Dev
SWVCC	General Studies	Mining	Mine Mach Main
TNCC	Business Administration	Data Processing	Air Con Refrig
TCC	Business Administration	Data Processing	Engr Tech Asst
VHCC	General Studies	Management	Career Studies
VWCC	General Studies	Data Processing	Clerical Stud
WCC	Science	Nursing	Machine Tool Opr
VCCS	General Studies	Data Processing	Career Studies

TABLE 2
JTCC STUDENT ENROLLMENT BY RESIDENCE
1982-83

Jurisdiction	Total Enrolled in VCCS	No. at JTCC	% at JTCC
Amelia	135	71	53%
Charles City	106	25	24%
Chesterfield	4,306	2,649	62%
Dinwiddie	298	219	73%
Prince George	368	332	90%
Surry	105	58	55%
Sussex	133	81	61%
Colonial Heights	589	518	88%
Hopewell	693	625	90%
Petersburg	921	826	90%
Richmond	7,185	811	11%



Research Report 84-1 January 10, 1984

Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

A COMPARISON OF JTCC'S FALL GRADE DISTRIBUTIONS 1982 AND 1983.

The distribution of student grades has been an interesting topic at educational institutions for some time in light of allegations concerning grade inflation, on one hand, and arguments, on the other hand, for better grades due to an older, more mature and experienced student body. In some cases, grade inflation may be argued rather persuasively; in others, just the opposite holds true. Of course, an instructor's unique grading practices is a factor that must be considered in any such analysis. Below is a comparison of the fall 1982 and 1983 grade distributions at John Tyler Community College by division, as well as by on and off-campus locations.

There was an increase in the percentage of students who received F's, I's, and W's in the Division of Business compared to last fall. In addition, the percentage of students who received B's and C's decreased while students who received A's and D's remained fairly stable. Last fall, 8.8 percent of the students in Business courses received F's while this fall 11.0 percent of all such students received F's. Incompletes (I's) were also up slightly from 3.3 percent last fall to 4.1 percent in the fall 1983. Withdrawals (W's) were up from 10.7 percent last fall to 12.6 percent in the fall 1983. About 30 percent of all students consistently received A's and about 6 percent earned D's. Students who received B's decreased from 24 to 22 percent and C's dropped from 14 to 13 percent for students who pursued course work in business.

The Division of Communications and Social Sciences experienced a decrease in A's, B's, C's, and W's. D's and F's remained stable and I's were up for this division. The percentage of A's declined from 18 to 14 percent, B's dropped from 22 to 19 percent, and C's declined from 22 to 18 percent. W's dropped from almost 16 to 12 percent. D's and F's held steady at 7 and 9 percent, respectively. I's went up slightly from 6 to 7 percent. Developmental Studies courses in English and Reading were added to the division this year so direct comparative analyses are not available. However, of those students enrolled in developmental courses in this division, 5.7 percent received R's (repeaters), 5.3 percent received S's or satisfactory ratings, and 1.7 percent received U's or unsatisfactory ratings.

The realignment of the divisions this past summer yielded the following two divisions: Mathematics, Natural Sciences and Allied Health; and Engineering Technology. Those divisions are compared below with the former Division of Engineering Technology, Mathematics and Natural Sciences. Again, it should be noted that comparisons are slightly strained due to the division structure changes. However, compared to the former division, the Division of Mathematics, Natural Sciences, and Allied Health showed percentage decreases in all grades (A, B, C, D, and F). Only I's were up and W's stable compared to the former division. The following percentage decreases were observed: A's dropped from 30

to 22.5 percent; B's declined from 26 to 15 percent; C's dropped from 19 to 13.5 percent; D's decreased from 6 to 5 percent; and F's dropped from 8 to 7 percent. Incompletes (I's) accounted for less than 1 percent in the former division, but almost 2 percent in the present division. Withdrawals have averaged 10 percent for both periods considered.

The Division of Engineering Technology witnessed a slight decrease in A's, C's, and F's. The percentage of B's was up and D's, F's, I's, and W's were fairly stable compared to the former division. The following decreases were noted: A's dropped from 30 to 26 percent and C's declined from 19 to 18 percent. In addition, the percentage of B's went up from 26 to 28 percent; D's averaged 6 percent both quarters; F's approximated 8 percent of those enrolled; I's accounted for less than 1 percent; and W's averaged 10 percent each quarter.

The greatest proportion of passing grades this fall was recorded in the Division of Engineering Technology (almost 80 percent of all students enrolled in courses in this division received A's, B's, C's, and D's.) The second lowest failure rate (8 percent) and lowest withdrawal rate (10 percent) were also noted in this division. The next highest proportion of passing grades was in the Division of Business (70 percent received A's, B's, C's, and D's). The Division of Business also had the highest failure rate (11 percent) and withdrawal rate (13 percent) of all the divisions. The Division of Communications and Social Sciences recorded almost 60 percent of its students who received passing grades (A's, B's, C's, and D's). The second highest failure rate (9 percent) and withdrawal rate (12 percent) were also observed in this division. The Division of Mathematics, Natural Sciences, and Allied Health recorded the lowest percentage of passing grades (56 percent received A's, B's, C's, and D's). In addition, this division had the lowest failure rate (7 percent) and was tied with Engineering Technologies for the lowest withdrawal rate (10 percent).

Compared to last fall, students enrolled in courses at the Main Campus received the same proportion of A's, D's, R's, and W's. There was a decrease in B's, C's, and S's. Increases were observed in F's, I's, and U's. When both on and off-campus locations are considered, the proportion of passing grades increased slightly. Stability was observed in the proportion of students receiving A's, B's, C's, D's, R's, and W's. The proportion of satisfactory grades was down compared to last fall. Increases were observed in the following grades: F's, I's, and U's.

While it may seem that an increase in student headcount enrollment is related to an increase in failing grades and incompletes, such a relationship cannot be validated. However, it does appear that with the influx of students in many areas, the "weeding out" is taking place on a larger scale. An analysis of the failure rate for specific courses and/or departments will be provided upon request.

JTCC'S GRADE DISTRIBUTION
FALL 1983

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	Total
Business	978 30.0	704 21.6	419 12.9	183 5.6	359 11.0	132 4.1	46 1.4	0	0	410 12.6	16 0.5	10 0.3	3,257
Math/Nat Sci Allied Hlth	435 22.5	296 15.3	262 13.5	89 4.6	134 6.9	31 1.6	112 5.8	285 14.7	95 4.9	193 10.0	5 0.3	0	1,937
Communications Social Science	409 14.1	553 19.0	526 18.1	203 7.0	258 8.9	201 6.9	165 5.7	154 5.3	49 1.7	358 12.3	25 0.9	4 0.1	2,905
Engineering Technologies	243 26.4	258 28.0	169 18.3	57 6.2	70 7.6	4 0.4	0	0	0	89 9.7	7 0.8	25 27	922
Counseling	0	0	0	0	0	0	0	547 92.9	0	42 7.1	0	0	589
TOTAL (Main Campus)	2,065 21.5	1,811 18.8	1,376 14.3	532 5.5	821 8.5	368 3.8	323 3.4	986 10.3	144 1.5	1,092 11.4	53 0.6	39 0.4	9,610
OFF CAMPUS													
Amelia												11 100.0	11
Chesterfield	20 52.6	14 36.8	1 2.6	0	1 2.6	0	0	0	0	2 5.3	0	0	38
Prince George	58 34.5	24 14.3	15 8.9	4 2.4	5 3.0	1 0.6	0	19 11.3	0	22 13.1	2 1.2	18 10.7	168
Petersburg	43 37.7	17 14.9	11 9.6	2 1.8	0	3 2.6	0	0	0	18 15.8	1 0.9	19 16.7	114
Richmond	97 43.7	57 25.7	25 11.3	10 4.5	15 6.8	7 3.2				10 4.5	1 0.5		222
Dinwiddie	11 25.6	12 27.9	6 14.0	4 9.3	3 7.0	1 2.3				6 14.0			43
Sussex	17 5.7	12 40.0								1 3.3			30
GRAND TOTAL	2,311 22.6	1,947 19.0	1,434 14.0	552 5.4	845 8.3	380 3.7	323 3.2	1005 9.8	144 1.4	1,151 11.2	57 0.6	87 0.8	10,236

x - Audits
* - Missing grades

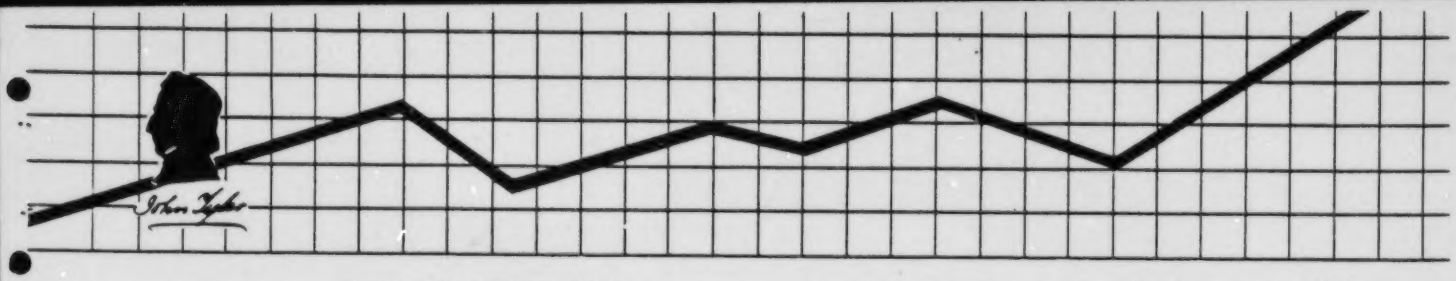
Source: JTCC Computer Center
Office of Institutional Research

JTCC'S GRADE DISTRIBUTION
FALL 1982

DIVISION	A	B	C	D	F	I	R	S	U	W	X	*	Total
Business	789 30.5	629 24.3	364 14.1	158 6.1	227 8.8	86 3.3	38 1.5	0	0	276 10.7	4 0.2	17 0.7	2,588
Developmental	0	0	0	0	0	0	299 29.2	522 57.0	80 7.8	119 11.6	0	3 0.3	1,023
Communications Social Sciences	460 18.1	553 21.8	557 21.9	184 7.2	225 8.9	142 5.6	0	0	0	393 15.5	20 0.8	4 0.2	2,538
Engineering T/ Math & Nat Sci	694 29.9	594 25.6	447 19.3	149 6.4	186 8.0	11 0.5	0	0	0	227 9.8	7 0.3	5 0.2	2,320
Counseling	0	0	0	0	5 0.9	0	0	580 98.6	0	2 0.3	0	1 0.2	588
TOTAL (Main Campus)	1,943 21.5	1,776 19.6	1,368 15.1	491 5.4	643 7.1	239 2.6	337 3.7	1,102 12.2	80 0.9	1,017 11.2	31 0.3	30 0.3	9,057
OFF CAMPUS													
Chesterfield	21 42.0	12 24.0	6 12.0	4 8.0	5 10.0	0	0	0	0	1 2.0	1 2.0	0	50
Prince George	38 22.4	34 20.0	23 13.5	18 10.6	20 11.8	6 3.5	0	0	0	30 17.6	0	1 0.6	170
Richmond	140 54.5	44 17.1	18 7.0	6 2.3	12 4.7	2 0.8	0	0	0	23 8.9	0	12 4.7	257
Dinwiddie	5 31.3	7 43.8	1 6.3	0	0	0	0	0	0	1 6.3	0	2 12.5	16
GRAND TOTAL	2,147 22.5	1,873 19.6	1,416 14.8	519 5.4	680 7.1	247 2.6	337 3.5	1,102 11.5	80 0.8	1,072 11.2	32 0.3	45 0.5	9,550

X - Audits
* - Missing grades

Source: Office of Institutional Research



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 84-2 February 21, 1984

1983 GRADUATE FOLLOW-UP STUDY

The Follow-Up Survey of John Tyler Community College graduates is administered annually each fall to the previous spring's graduating class. The purpose of the survey is primarily three-fold: (1) to ascertain the extent to which the programs and services provided by the College assisted the student in achieving his objectives for enrolling, (2) to document student successes in the job market and in the pursuit of further study, and (3) to provide feedback to faculty and staff in the College's academic and student services areas for program improvement.

A total of 247 graduates who completed one of the College's A.A./A.S., A.A.S., or Certificate programs constitute the population for the study. Based on the initial survey request and two follow-up mailings, a response rate of 62 percent was achieved. Below is a summary of the principal findings in three topical areas: (1) Evaluation of Student Services, (2) Evaluation of Academic Services, and (3) Current Occupation of Graduates and/or Student Status. Findings, conclusions, and recommendations provide overall summary statements.

EVALUATION OF STUDENT SERVICES

A total of fifteen different services and facilities used by students were evaluated by 1983 graduates. It should be noted that some of these items were not considered a student services component in the strictest sense, e.g., Developmental Studies. In addition, some of the services are at varying degrees of development and implementation at the College, e.g., Student Activities, Job Placement, Cooperative Education, etc. Graduates were asked to evaluate these services, however, because they represent activities that the College is committed to providing.

Those services and facilities that received the most positive ratings, i.e., over 75 percent of all graduates, gave "superior" or "good" ratings, were (in descending order):

1. Admissions and Records
2. Bookstore
3. Library/Learning Resources
4. Business Office
5. Parking

The largest number of "superior" ratings was given to the Library/ Learning Resources Center.

The most neutral responses given by last year's graduates were in the following areas:

1. Student Activities (SGA, sports, clubs)
2. Recreational Facilities
3. Developmental Studies

4. Student Lounge and Food Service
5. Counseling Services

The services/facilities that had the largest number of non-respondents (i.e., at least 50 percent said "don't know" when asked to evaluate) were, in descending order:

1. Cooperative Education
2. Continuing Education
3. Veteran's Affairs
4. Job Placement
5. Financial Aid

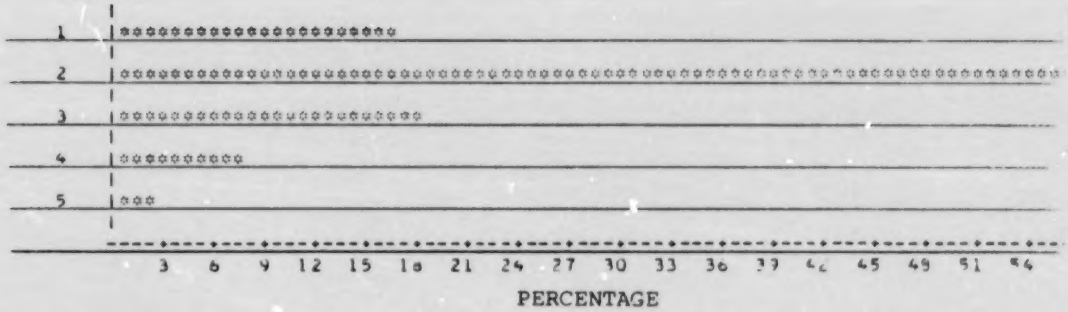
Although almost all of the graduates expressed no knowledge of Cooperative Education, the largest number of "poor" ratings was given in the area of Job Placement.

EVALUATION OF ACADEMIC SERVICES

Below is a list of principal findings based on student responses to questions concerning instruction.

PRIMARY GOAL OF GRADUATES

When students were asked to specify their primary goal in attending JTCC, 17 percent said to obtain an A.A. or A.S. degree and transfer, 56 percent cited the A.A.S. degree in order to develop an occupational skill, 18 percent said to obtain a certificate for immediate job placement, 7 percent gave personal satisfaction, and 2 percent provided "other" reasons. It should be noted that in some instances there was a discrepancy in the goal that the student specified and the degree he/she obtained.

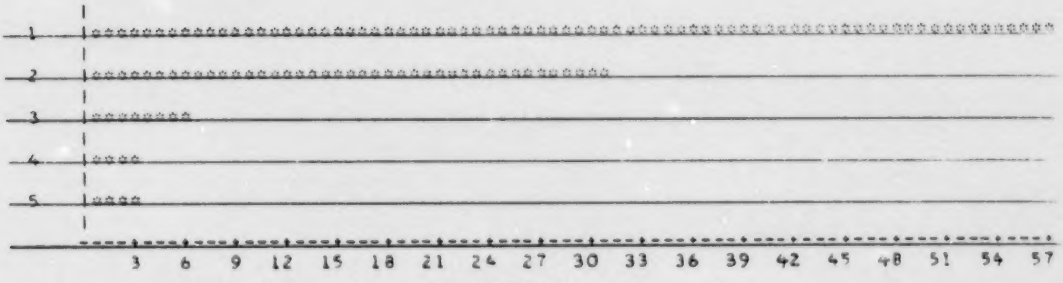


What was your primary goal in attending JTCC?

1 - Transfer Degree
2 - Associate Degree
3 - Certificate
4 - Personal Satisfaction
5 - Other

SATISFACTION WITH COLLEGES PROGRAMS AND SERVICES:

Almost 90 percent said they were "very satisfied" or "somewhat satisfied" with the programs and services the College provided. Only 6 percent indicated they were "undecided" and 6 percent said they were "dissatisfied." Of those who were undecided, students were enrolled in the following programs: Data Processing 4 (or 17 percent),* Police Science 2 (or 29 percent), Management 1 (or 6 percent), Automotive 1 (or 50 percent), and Child Care 1 (or 17 percent). Of those students who said they were dissatisfied with the programs and services provided were: Data Processing 3 (or 13 percent), Electronics 2 (or 20 percent), Nursing 1 (or 5 percent), Funeral Services 1 (or 10 percent), Architecture 1 (or 50 percent), and Automotive 1 (or 50 percent).



To what extent are you satisfied with the programs and services the College provided to assist you in achieving your goal?

1 - Very Satisfied
2 - Somewhat Satisfied
3 - Undecided
4 - Somewhat Dissatisfied
5 - Very Dissatisfied

COMPLETION OF DEVELOPMENTAL COURSES:

Over one-half of the graduates who responded (57 percent) indicated that they had completed one or more developmental courses; 42 percent said that they had not completed such courses. An equal proportion of transfer and occupational/technical graduates completed developmental courses (55 percent said "yes" and 45 percent said "no"); however 3 out of every 4 of the certificate graduates indicated that they had completed one or more developmental courses.

*Percentage given represents the proportion of graduates in a specific curriculum who responded, e.g., 4 of 23 graduates in Data Processing who responded or 17 percent.

CERTIFICATION OR LICENSURE OF GRADUATES:

Almost one-third of the respondents indicated that they had been certified or licensed in their chosen fields. Of this number, almost all were A.A.S. graduates, specifically Nursing students (95 percent of the Nursing graduates who responded indicated successful completion of State licensing requirements). Almost one-half (47 percent) of the Funeral Service graduates said they had been licensed. Slightly over 70 percent of all graduates gave "no" or "not applicable" in response to this item.

QUALITY OF INSTRUCTION IN MAJOR:

An overwhelming majority of the respondents (92 percent) rated the quality of instruction in their major as "superior" or "good." Only 8 percent said that instruction in their major field of study was "fair" or "poor." "Fair" ratings were given by students in the following programs: Data Processing (2 or 9 percent), Funeral Services (1 or 10 percent), Management (1 or 6 percent), Police Science (1 or 14 percent), Architecture (1 or 50 percent), Automotive (1 or 50 percent), Electronics (1 or 10 percent), and Clerical Studies (1 or 25 percent). "Poor" ratings were given by one student each in Nursing, Data Processing, and Automotive Technology.

FACULTY ADVISING:

Almost three-fourths of the respondents rated faculty advising as "superior" or "good," 18 percent said faculty advising was "fair" and 8 percent rated it as "poor." Graduates who rated faculty advising as "poor" were enrolled in the following programs: Nursing (3 or 14 percent), Funeral Services (2 or 20 percent), Data Processing (2 or 9 percent), Business Administration (2 or 67 percent), Management (1 or 6 percent), Hotel Restaurant Institutional Management (1 or 50 percent), and Electronics (1 or 10 percent),

ACCESS TO FACULTY:

Generally positive ratings were given by graduates concerning access to faculty. Slightly over three-fourths rated accessibility to faculty as "superior" or "good," 18 percent rated it as "fair," and 4 percent gave faculty access as "poor." Only 1 percent did not address this item. Graduates who gave "poor" ratings were enrolled in the following programs: Data Processing (3 or 13 percent), Funeral Services (2 or 20 percent), and Nursing (1 or 5 percent).

LAB EQUIPMENT AND FACILITIES:

About 60 percent of those who responded to the question about the College's lab equipment and facilities said they are "superior" or "good," 23 percent said they are "fair," 11 percent gave a "poor" rating and 5 percent did not respond to this item. "Fair" or "Poor" ratings concerning lab equipment and facilities were given by graduates in the following programs: Data Processing (14

or 64 percent), Nursing (7 or 32 percent), Electronics (6 or 60 percent),Police Science (3 or 43 percent), Liberal Arts (3 or 100 percent), Funeral Services (2 or 20 percent), Hotel Restaurant Institutional Management (1 or 50 percent) and Food Service (1 or 100 percent).

COST OF BOOKS AND SUPPLIES:

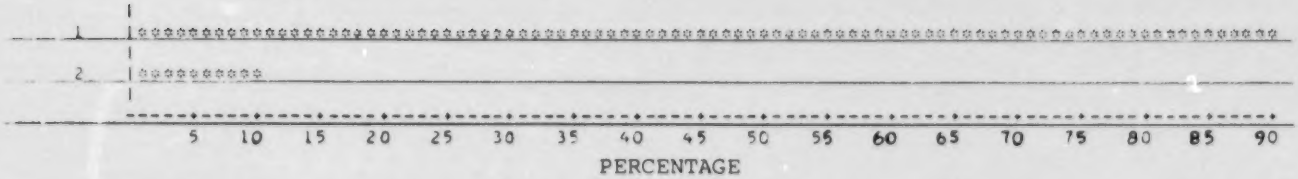
The most negative of all ratings in the instructional support area was concerning the cost of books and supplies. Only 39 percent rated this item as "superior" or "good" while over half (58 percent) gave the cost of books a "fair" or "poor" rating. Three percent of the respondents did not address this item. Graduates in the following curriculums gave "fair" or "poor" ratings: Nursing (13 or 59 percent), Funeral Services (5 or 50 percent), Data Processing (13 or 59 percent), Management (13 or 81 percent), Secretarial Science (5 or 83 percent), Police Science (4 or 67 percent), Human Services (2 or 100 percent), Automotive (2 or 100 percent), Machine Shop (3 or 75 percent), Police Science (4 or 67 percent), Building Construction (1 or 100 percent), and Architecture (1 or 50 percent).

OVERALL QUALITY OF INSTRUCTION:

The majority of the graduates (86 percent) who responded rated the overall quality of instruction at JTCC as "superior" or "good," 9 percent gave a "fair" rating, and 3 percent rated overall instruction as "poor." Two percent did not respond to this item. Included among those programs that received "poor" ratings were: Automotive (2 or 100 percent), Nursing (1 or 4 percent), and Data Processing (1 or 4 percent).

WOULD YOU RECOMMEND COLLEGE:

Students were asked "if they would recommend the College to a person seeking to complete the same program ," to which 90 percent said "yes" and 10 percent said "no." Graduates who said they would not recommend the College were enrolled in: Data Processing (4 or 17 percent), Funeral Services (2 or 20 percent), Automotive (2 or 100 percent), Civil Engineering (1 or 100 percent), Nursing (1 or 5 percent), Hotel Restaurant Institutional Management (1 or 50 percent), Electronics (1 or 11 percent), Architecture (1 or 50 percent), and Child Care (1 or 17 percent).

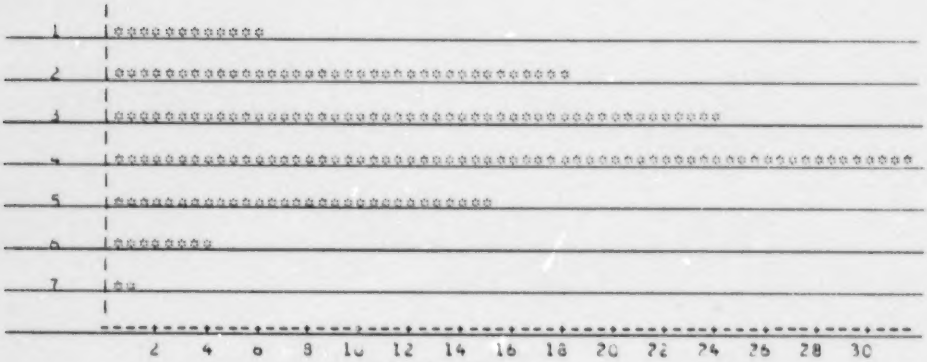


Would you recommend the College to a person seeking to complete the same program?

1 - Yes
2 - No

SALARY

The annual salary distribution of the 1983 graduates (for full- and part-time employed) includes about 6 percent of those working in the less than $5,000 category, 18 percent in the range $5,000-9,999, 24 percent in the category $10,000-14,999, 31 percent in the range of $15,000-19,999, 15 percent in the $20,000-24,999 category, 4 percent in the $25,000-29,999 range, and 1 percent earning $30,000 or more.



What is your annual gross salary before deductions?
(Full-and Part-time Employment)

1 - Up to $4,999
2 - $5,000 - 9,999
3 - $10,000 - 14,999
4 - $15,000 - 19,999
5 - $10,000 - 24,999
6 - $25,000 - 29,999
7 - $30,000 or over

SALARIES OF A.A/A.S GRADUATES

An analysis of salaries by degree indicates that transfer graduates earned smaller salaries than other degree respondents. None of the transfer graduates reported earning in excess of $10,000 primarily because they are working part-time concurrent with school enrollment.

SALARIES OF CERTIFICATE GRADUATES

The lowest salaries reported by Certificate graduates ($5,000-9,999) was in the areas of Child Care, Welding, and Machine Shop. Moderate salaries ($10,000-14,999) were reported by students in the following Certificate programs: Clerical Studies, Food Service, and Building Construction. The highest salary of a Certificate graduates was in the $15,000-19,999 range reported by a Machine Shop graduate.

SALARIES OF A.A.S. GRADUATES

Over half ot the A.A.S. graduates in the following programs reported salaries of less than $10,000 annually: Mental Health, Hotel Restaurant & Institutional Management, and Secretarial Science. (Eighty percent of the Secretarial Science graduates reported earning less than $10,000.) The majority of the A.A.S. graduates who

reported earning up to $15,000 were enrolled in the Funeral Services and Human Services programs. The majority of the Nursing graduates (65 percent) reported salaries in the $15,000-19,999 range. A.A.S. graduates who earned up to $20,000 were enrolled in the Architecture and Automotive Technology programs. Graduates who reported up to $25,000 were enrolled in the following programs: Nursing, Accounting, Police Science, and Civil Engineering. Salaries up to $30,000 were given by students in Data Processing, Management, General Engineering, and Electronics. One Funeral Service graduate reported a salary of $30,000.

JOB RELATED TO FIELD OF STUDY

Almost two-thirds of the respondents (62 percent) said that the job they currently have is either directly or somewhat related to their fields of training. Only 15 percent said that their positions are not related to the training that they received. Another one-fourth of the respondents did not address this item presumably because they are not working.

IN SCHOOL FULL OR PART-TIME

About one-fourth of all the 1983 graduates are currently in school on a full- or part-time basis. All of the transfer graduates who are in school are classified as juniors. The majority of the Certificate and A.A.S. graduates did not address this item. Of those who did, classifications ranged from freshman to senior.

STUDYING IN THE SAME FIELD

Slightly more students (18 percent) said they are not studying the same subject matter than those that are (16 percent). The majority of the respondents (66 percent) did not address this item primarily because they are not in school. The distributions by degree are fairly evenly split, i.e., almost as many graduates are pursuing the same field as those who are not.

PROBLEMS TRANSFERRING

The majority of graduates who are in school reported that they did not have problems transferring (23 percent). Most of the students who had problems transferring were graduates of one of the College's A.A.S. or Certificate programs. "All credits were not accepted" was the problem cited most often by graduates who have transferred.

Graduates who are in school are currently enrolled in the following educational institutions:

John Tyler Community College	13
Virginia Commonwealth University	13
Virginia State University	7
St. Leo College	3
J. Sargeant Reynolds Community College	2
Others	10

FINDING: Half of all 1983 graduates who are working reported earning $15,000 or more annually.

RECOMMENDATION: Positive facts about former students should be shared with various publics and in different settings, including recruitment and general public relations efforts and in appropriate College publications.

Note: The Complete 1983 Graduate Follow-Up Report will be distributed in approximately two weeks. A complete list of employers and job titles of graduates will be included along with general student comments about JTCC's academic and student services.

Are the names of these JTCC students familiar?

Roy Rogers

Jimmy Carter

Ray Charles

Perry Mason

Debbie Reynolds

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 84-3 March 26, 1984

ROOTS: Where Our Students Come From

John Tyler Community College has a diverse and growing Service Area consisting of eleven cities and counties: Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex, Colonial Heights, Hopewell, Petersburg, and Richmond (south of the James River).

Table 1 gives the Fall 1983 student headcount enrollment by residence as well as the proportion of the population served (over age 17) by residence. As expected, Chesterfield County residents comprised the largest percentage of the student body (38 percent), followed by Petersburg (14 percent), Richmond (12 percent), Hopewell (9 percent), Colonial Heights (8.5 percent), Prince George (5.5 percent), Dinwiddie (3.7 percent), Sussex (1.6 percent), Amelia (1.1 percent), Surry (0.8 percent), and Charles City (0.3 percent).

Table 1
PERCENT OF STUDENT HEADCOUNT ENROLLMENT BY RESIDENCE
AND
PERCENT OF TOTAL POPULATION SERVED (OVER AGE 17) BY RESIDENCE
FALL 1983

SERVICE AREA	N	%	% Total Population Over Age 17*
Counties:			
Amelia	46	1.1	0.8
Charles City	13	0.3	0.6
Chesterfield	1,645	38.3	1.7
Dinwiddie	161	3.7	1.0
Prince George	235	5.5	1.2
Surry	34	0.8	0.8
Sussex	68	1.6	0.9
Cities:			
Colonial Heights	367	8.5	3.1
Hopewell	388	9.0	2.3
Petersburg	611	14.2	2.0
Richmond**	531	12.3	0.9
Total In Service Area	4,099	95.3	1.5
Total Out of Service Area	200	4.7	--
Total Enrollment	4,299	100.0	--

*The Service Area population over age 17 totals 275,981 (or 73.5% of the total population in the Service Area--375,683).
**Richmond south of the James River (or 33 1/3 percent of the total area.)

Sources: JTCC Computer Center
Office of Institutional Research

Another interesting statistic is the proportion of the total population over age 17 from each city and county in the Service Area (see Table 1). The largest proportion of residents attending JTCC (in relation to the total population) were from Colonial Heights (3.1 percent), followed by Hopewell (2.3 percent), Petersburg (2.0 percent), Chesterfield (1.7 percent), Prince George (1.2 percent), Dinwiddie (1.0 percent), Sussex County and the City of Richmond (tied at 0.9 percent), Amelia and Surry (both tied at 0.8 percent), and Charles City (0.6 percent). During the Fall 1983, the College served only 1.5 percent of the Service Area population over age 17. However, the 1982-83 annual unduplicated headcount enrollment at JTCC represented 2.3 percent of the Service area population over age 17.

Table 2 shows a comparison of the Fall 1982 and 1983 student headcount enrollment by residence. All of the cities and counties reflected increases in student enrollment with the exception of Surry County which was consistent with last fall. The largest percentage increase in student enrollment over last fall was in Sussex County (up by 112.5 percent), followed by Amelia and Dinwiddie (both up 35.3 percent), Prince George (21.1 percent), Petersburg (up by 19.6 percent), Charles City (up by 18.8 percent), Colonial Heights (up by 18.0 percent), and Chesterfield County and the City of Hopewell (both up by 3.0 percent). Only out of service area and out-of-state enrollments were were down (by 33 percent and 22 percent, respectively).

Table 2
A COMPARISON OF
FALL STUDENT HEADCOUNT ENROLLMENT BY RESIDENCE
1982 & 1983

County/City	1982	1983	Percent of Change 1982-83
Amelia	34	46	35.3
Charles City	16	13	18.8
Chesterfield	1,597	1,645	3.0
Dinwiddie	119	161	35.3
Prince George	194	235	21.1
Surry	34	34	N/C *
Sussex	32	68	112.5
Colonial Heights	311	367	18.0
Hopewell	400	388	3.0
Petersburg	511	611	19.6
Richmond*	486	531	9.3
Total In Service Area	3,734	4,099	9.8
Total Out of Service Area	204	136	(33.3)
Total In State	3,938	4,235	7.5
Total Out of State	82	64	(22.0)
TOTAL ENROLLMENT	4,020	4,299	6.9

*No Change
**Richmond, south of the James River (or 33 1/3 percent of the total area).

Source: JTCC Computer Center

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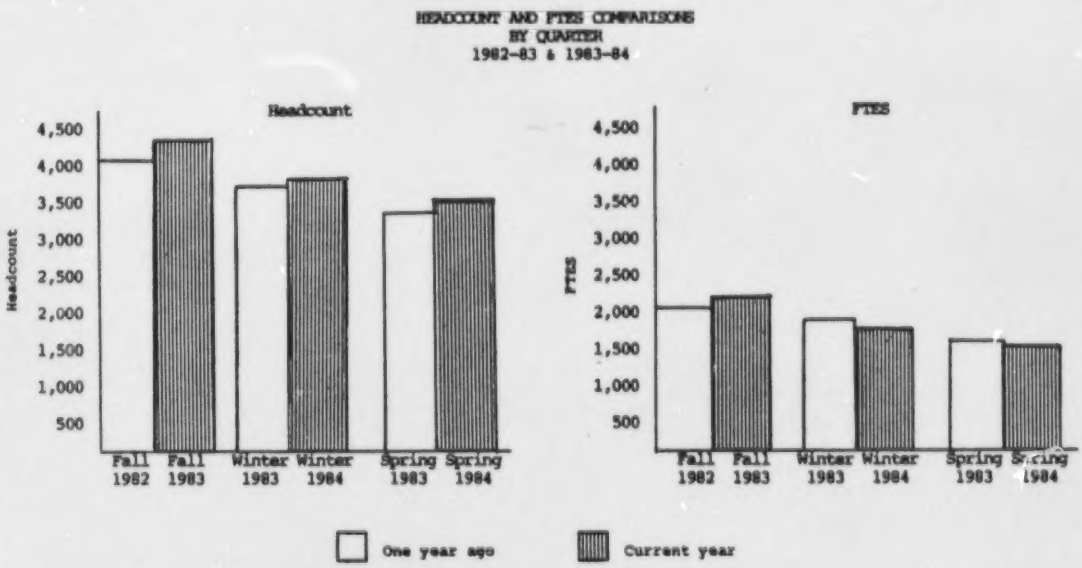
Research Report 84-4 April 23, 1984

COMPARISON OF JTCC's STUDENT ENROLLMENT BY QUARTER (1982-83 & 1983-84)

A comparison of John Tyler Community College's student enrollment by quarter for 1982-83 and 1983-84 follows in both graphic and tabular form. Overall, headcount enrollments exceeded or were stable compared to last year. However, full-time equivalent students (FTES) were down slightly, with the exception of fall quarter comparisons. This disparity may be attributed to the rapid increase of part-time students coupled with a decline in full-time students. The ratio of headcount to FTES at John Tyler is approximately 2:1.



Specific comparisons between Fall 1982 and Fall 1983 include: full-time students (down by 3.6 percent), part-time students (up by 12.5 percent), males (up by 4.0 percent), females (up by 10.6 percent), in-state (up by 8.1 percent), out-of-state (down by 9.8 percent), on-campus (up by 7.5 percent), off-campus (up by 10.6 percent), day students (up by 9.5 percent), and evening students (up by 5.1 percent). Student headcount enrollment increased by 7.8 percent (up from 4,020 to 4,332). FTES increased by 4.3 percent (up from 2,036 to 2,124).

Winter Quarter comparisons reveal the following: full-time students (down by 16.5 percent), part-time students (up by 6.9 percent), males (down by 5.0 percent), females (up by 4.1 percent), in-state (down by 0.1 percent), out-of-state (up by 18.4 percent), on-campus (up by 2.5 percent), off-campus (down by 20.1 percent), day students (up by 0.6

QUARTERLY COMPARISONS OF STUDENT ENROLLMENT
1982-83 & 1983-84

	Fall			Winter			Spring		
	1982	1983	% Change	1983	1984	% Change	1983	1984*	% Change
Full-time	1,182	1,140	(3.6)	1,092	912	(16.5)	958	751	(21.6)
Part-time	2,838	3,192	12.5	2,648	2,832	6.9	2,352	2,582	9.8
Male	1,722	1,791	4.0	1,632	1,550	(5.0)	1,411	1,296	(8.2)
Female	2,298	2,541	10.6	2,108	2,194	4.1	1,899	2,037	7.3
In-State	3,938	4,258	8.1	3,691	3,686	(0.1)	3,260	3,293	1.0
Out-of-State	82	74	(9.8)	49	58	18.4	50	40	(20.0)
On Campus	3,651	3,924	7.5	3,337	3,422	2.5	3,129	3,136	0.3
Off Campus	369	408	10.6	403	322	(20.1)	181	195	7.7
Day	2,422	2,652	9.5	2,427	2,441	0.6	2,106	2,082	(1.1)
Evening	1,598	1,680	5.1	1,313	1,303	(0.8)	1,204	1,251	3.9
Total Headcount	4,020	4,332	7.8	3,740	3,744	0.1	3,310	3,333	0.7
FTES	2,036	2,124	4.3	1,873	1,799	(4.0)	1,670	1,572	(5.9)

*As of 4-18-84
Source: Office of Institutional Research

percent), and evening students (down by 0.8 percent). Total headcount enrollment was fairly stable (up by only 0.1 percent) whereas FTES were down by 4.0 percent (from 1,873 to 1,799).

A comparison of Spring 1983 and 1984 student enrollment figures reveals: full-time students (down by 21.6 percent compared to last spring), part-time students (up by 9.8 percent), males (down by 8.2 percent), females (up by 7.3 percent), in-state (up by 1.0 percent), out-of-state (down by 20.0 percent), on-campus (up by 0.3 percent), off-campus (up by 7.7 percent), day students (down by 1.1 percent), and evening students (up by 3.9 percent). Spring quarter student headcount enrollments were fairly stable (up by 0.7 percent), whereas FTES were down by 5.9 percent (from 16,670 to 1,572).

These data point to the need to (1) accelerate recruitment efforts, especially to impact Fall Quarter 1984 enrollment; (2) carefully monitor course withdrawal rates; and (3) develop and enhance specific student retention strategies.

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Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 84-5 May 22, 1984

JTCC PER CAPITA ENROLLMENT FALL QUARTER 1978, 1980, AND 1983

Questions that frequently arise concerning our students are: Who are they? Where do they come from? To what extent is the College meeting the educational needs of persons in its Service Area? One source of information that leads to addressing these questions is "per capita enrollment" or student headcount as a percentage of service area population.

For the last five years, John Tyler Community College's per capita headcount enrollment has been about 1% of its service area population. JTCC's proportion of the population served should be contrasted with the national per capita enrollment for public two-year colleges, which was 2.0% in the fall 1980.

Below is a comparison of the per capita enrollments for each of the Virginia community colleges in the fall 1978, 1980, and 1983 (See Table 1). JTCC ranks 21 of the 23 state supported community colleges in terms of the percentage of Service Area students served, followed by Eastern Shore and Germanna Community Colleges. The per capita enrollment for the total VCCS was 1.8% for the same period.

TABLE 1
FALL IN-DISTRICT HEADCOUNT ENROLLMENT
OF COLLEGES IN THE VCCS
AS A PERCENTAGE OF SERVICE AREA POPULATION
1978, 1980, and 1983

College	1978	1980	1983	College	1978	1980	1983
Blue Ridge	1.1	1.2	1.1	Patrick Henry	1.2	1.4	1.1
Central	1.7	1.9	1.8	Paul D. Camp	1.7	1.9	1.5
Dabney S. Lancaster	1.3	1.2	1.2	Piedmont	2.0	2.2	2.1
Danville	1.5	1.8	1.5	Rappahannock	1.2	1.1	1.0
Eastern Shore	1.0	1.0	0.7	Southside Virginia	1.2	1.2	1.1
Germanna	0.6	.6	1.0	Southwest Virginia	1.7	2.5	2.2
J. Sargeant Reynolds	1.8	1.9	2.1	Thomas Nelson	1.6	1.7	1.7
John Tyler	1.0	1.0	1.0	Tidewater	1.8	1.8	1.9
Lord Fairfax	1.1	1.2	1.1	Virginia Highlands	1.7	1.6	1.7
Mountain Empire	1.7	2.2	2.0	Virginia Western	2.0	2.3	2.2
New River	1.8	2.0	1.7	Wytheville	1.8	1.8	1.6
Northern Virginia	2.5	2.6	2.6	VCCS Total	1.7	1.8	1.8

Source: Planning and Evaluation, VCCS

Table 2 gives the JTCC Population Penetration Rates by City and County, Fall Quarter 1983. Penetration rates were calculated by dividing the within service area fall 1983 headcount by the most recent estimate of 1983 service area population provided by the Department of Planning and Budget. Only one county and three cities in JTCC's Service Area had student enrollments which exceeded 1% of their population, namely, Chesterfield County and the cities of Colonial Heights, Hopewell, and Petersburg.

TABLE 2
JOHN TYLER COMMUNITY COLLEGE
POPULATION PENETRATION RATES
BY CITY AND COUNTY
(Within Service Area Only)
1983

City/County	Total Population*	1983 Fall Headcount**	Penetration Rate
Amelia County	8,520	38	0.45
Charles City County	6,833	13	0.19
Chesterfield County	161,079	1,627	1.01
Colonial Heights City	16,820	356	2.12
Dinwiddie County	22,525	156	0.69
Hopewell City	23,466	384	1.64
Petersburg City	40,118	591	1.47
Prince George County	26,355	232	0.88
Richmond City***	70,491	529	0.75
Surry County	6,051	34	0.56
Sussex County	10,582	68	0.64
Service Area	392,840	4,028	1.03

*Source: Department of Planning and Budget
**Within District Enrollment only
***Richmond, South of the James (approximately one-third of the total population)

Table 3 provides a percentage distribution of JTCC's 1982-83 headcount student enrollment by residence. Almost half of the College's in-district students come from Chesterfield County where the College is located. Of course, proximity is a very important factor in community college attendance. Another important consideration is that the College may get most of its students from a particular part of the service area simply because most of the people reside there (41% of all Service Area residents live in Chesterfield County).

The impact of sheer numbers can be seen in a breakdown of student enrollment by day and evening students: between 60 to 85% of all students in the eleven cities and counties attend day classes, with the exception of Chesterfield County where 50% of all students attend day classes and 50 % attend in the evening. The percentage of women attending JTCC is accelerating rapidly, representing over 50% in every city and county of the Service Area. Over 50% of all students from the various cities and counties are white, excluding Charles City, Surry, and Petersburg. Part-time students account for an average of 80% of all students from the Service Area. The prevailing age category for all students is 25-34 years old. Traditional college-age students (18 to 24 years old) tended to come from: Amelia, Chesterfield, Dinwiddie, and Colonial Heights. Older students resided in Amelia, Chesterfield, Dinwiddie, Surry, Sussex, and Colonial Heights.

TABLE 3
STUDENT ENROLLMENT BY RESIDENCE
1982-83
(Row Percentages)

CITY/COUNTY	N	DAY	EVENING	MEN	WOMEN	WHITE	BLACK	OTHER	FULL TIME	PART TIME	18-21	22-24	25-34	35-44	45-59	60 & OVER
Amelia	71	72%	28%	31%	69%	79%	18%	3%	22%	78%	23%	13%	23%	23%	13%	6%
Charles City	25	84%	16%	40%	60%	24%	68%	8%	32%	68%	20%	32%	28%	4%	12%	4%
Chesterfield	2,649	50%	50%	40%	60%	91%	7%	2%	16%	84%	20%	11%	33%	23%	10%	1%
Dinwiddie	219	57%	43%	37%	63%	69%	30%	1%	18%	82%	21%	16%	33%	20%	9%	
Prince George	332	61%	39%	43%	57%	79%	17%	4%	21%	79%	18%	17%	36%	19%	8%	
Surry	58	79%	21%	21%	79%	34%	66%		28%	72%	21%	12%	21%	24%	16%	5%
Sussex	81	76%	24%	48%	52%	53%	47%		12%	88%	14%	7%	40%	21%	16%	2%
Colonial Heights	518	56%	44%	43%	57%	93%	3%	4%	21%	79%	24%	15%	28%	20%	10%	2%
Hopewell	625	59%	41%	43%	57%	81%	16%	3%	22%	78%	20%	16%	35%	18%	9%	1%
Petersburg	826	73%	27%	43%	57%	40%	57%	3%	34%	66%	21%	17%	39%	15%	8%	1%
Richmond	811	59%	41%	44%	56%	71%	25%	4%	15%	85%	16%	17%	42%	14%	9%	1%
Total In-District	6,215	58%	42%	41%	59%	78%	19%	3%	20%	80%	20%	14%	35%	20%	10%	1%
Out-of-District	375	72%	28%	47%	53%	72%	26%	3%	20%	80%	13%	15%	42%	19%	10%	1%
In-State	6,590	59%	41%	42%	58%	78%	19%	3%	20%	80%	20%	14%	35%	19%	10%	1%
Out-of-State	130	52%	48%	63%	37%	64%	23%	13%	10%	90%	18%	23%	39%	18%	2%	
Total Enrollment	6,720	58%	42%	42%	58%	77%	20%	3%	20%	80%	19%	14%	35%	20%	10%	1%

Note: Students who were less than 18 years of age were omitted from this analysis. This group accounted for less than 1% of all students.

Such an analysis is essential to understanding the college's markets as well as establishing outreach programs that are indicative of student needs. Although the College experienced an increase in Fall 1983 student enrollment and fairly stable Winter 1984 and Spring 1984 enrollments, we have not increased the proportion of students from the Service Area enrolling in credit courses for the past five years. This information points to the need to:

- Define specific marketing strategies, especially in the more populous areas of the Service Area such as Midlothian;
- Place a continued emphasis on alternative instructional modes of delivery to reach students in outlying areas;
- Conduct needs assessments and/or systematic program evaluations to identify new or modified curricula options; and
- Develop or renew alliances with secondary schools as well as businesses and industries in the Service Area.

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Research Report 84-6 June 25, 1984

THE CLASS OF '84

John Tyler Community College conferred degrees upon slightly fewer students this year compared to the past several years. The differences between this year's class and the one last year can be attributed primarily to a decrease in Certificate graduates. In a number of ways, the graduating class of 1984 resembles the regular student body at JTCC. Variables in common include degree type, sex, race, and age. This report gives a three-year comparison of degrees conferred by type of award, race, and sex. In addition, a description is given of the 1983-84 class in terms of curriculum area by sex, race, and age.

Below is a graphic comparison of awards conferred by type of degree for the past three years. Note that the 1983-84 class more closely resembles the 1981-82 graduating class. Transfer graduates have accounted for between 6 to 8 percent of all graduates, occupational/technical graduates have approximated 80 percent, and certificate graduates have comprised from 12 to 16 percent of all award recipients. These data are displayed in table form on page 2 (See Table 1).

GRADUATE AWARDS BY DEGREE TYPE

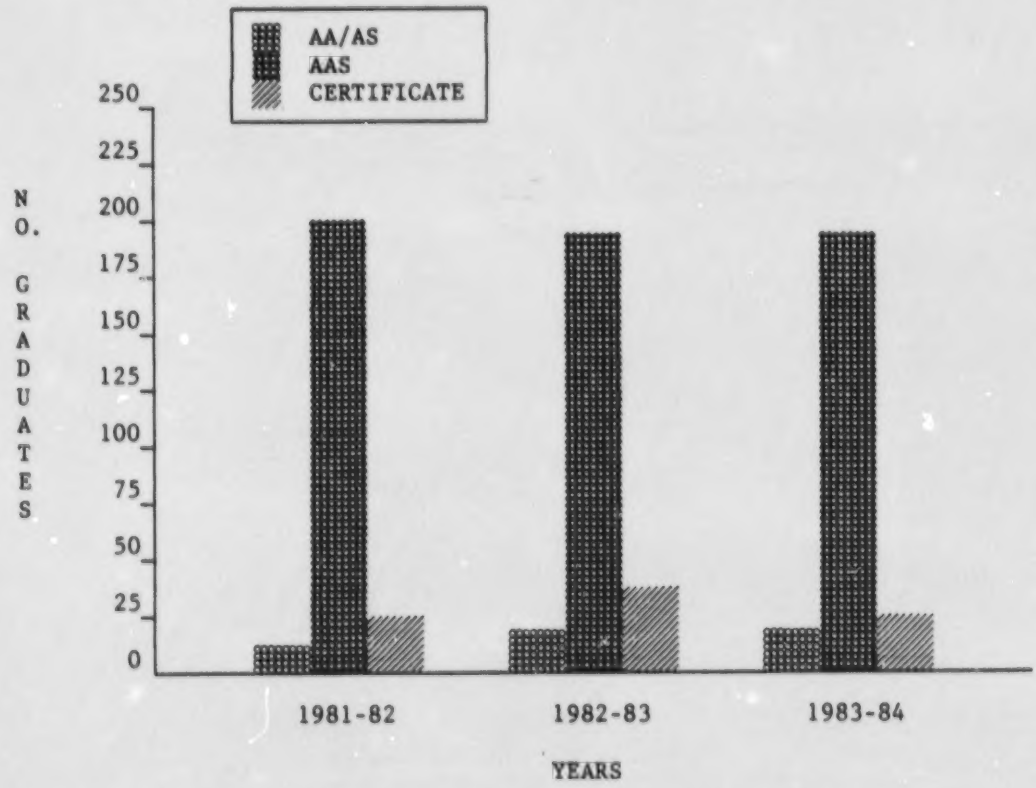

TABLE 1
NUMBER OF AWARDS CONFERRED BY TYPE OF DEGREE
1981-82

DEGREE TYPE	1981-82		1982-83		1983-84	
	N	Col Pct	N	Col Pct	N	Col Pct
A.A./A.S	15	6	20	8	18	8
A.A.S.	200	82	193	76	191	81
Certificate	28	12	40	16	28	12
Total	243	100	253	100	237	101*

*Rounding error
Source: VCCS Graduation Awards Booklets

A similar trend can be observed in Table 2 which displays the awards conferred by race. Graduates who are white have averaged 75 percent of the group, although this year white graduates comprised 79 percent (due to a decrease in black graduates). Black graduates have hovered around 20 percent of all degree recipients (although 15 fewer black students graduated this year compared to last year). "Other race" graduates have remained steady at about 2 percent of all recipients.

TABLE 2
NUMBER OF AWARDS CONFERRED BY RACE
1981-82 - 1983-84

RACE	1981-82		1982-83		1983-84	
	N	Col Pct	N	Col Pct	N	Col Pct
White	184	76	188	74	188	79
Black	54	22	60	24	45	19
Other	5	2	5	2	4	2
Total	243	100	253	100	237	100*

Source: VCCS Graduation Awards Booklets

Table 3 shows the awards conferred by sex. Males tend to account for about 45 percent of all graduates while females have comprised about 55 percent. This breakdown is fairly consistent with the college's student body by sex, which approximates 43 percent male and 57 percent female.

TABLE 3
NUMBER OF AWARDS CONFERRED BY SEX
1981-82 - 1983-84

SEX	1981-82		1982-83		1983-84	
	N	Col Pct	N	Col Pct	N	Col Pct
Male	96	40	107	42	109	46
Female	147	60	146	58	128	54
Total	243	100	253	100	237	100

Source: VCCS Graduation Awards Booklets

Tables 4 and 5 allude to the 1983-84 graduating class only. Table 4 gives the awards conferred by curriculum, sex, and race. The following curricula had 100 percent of all graduates either male or female: Electronics Engineering Technology and Instrumentation Technology (100 percent of all graduates were male); and Human Services, Mental Health, and Secretarial Science (100 percent were female). Other breakdowns by sex included Nursing (97 percent female, 3 percent male), Funeral Services and Police Science (93 percent male and 7 percent female), Automotive Technology and General Engineering (83 percent male and 17 percent female), Computer Programming (76 percent female, 24 percent male), Accounting (75 percent female, 25 percent male), Management (58 percent male, 42 percent female), and Hotel Restaurant and Institutional Management (50 percent each, male and female). Overall, A.A.S. graduates were 47 percent male and 53 percent female.

The distribution of 1984-84 transfer graduates included the following: Education and Science graduates were 100 percent female and 100 percent male, respectively. Business Administration graduates were 75 percent female and 25 percent male. General Studies graduates were 60 percent female and 40 percent male. Liberal Arts graduates were 50 percent each (male and female).

Certificate graduates by sex tended to cluster more than any other group. Building Construction, Machine Shop, and Welding graduates were 100 percent male and Child Care and Clerk Typist graduates were 100 percent female.

Table 4 also gives the curricula by race of the 1983-84 graduates. The following curricula had 100 percent white graduates: Accounting, General Engineering, Hotel Restaurant Institutional Management, Instrumentation, Building Construction, Machine Shop, and all of the transfer graduates. Other programs in which a majority of the graduates were white included: 90 percent of all Computer Programming graduates, 88 percent of all Management graduates, 86 percent of the Police Science graduates, 83 percent of both Automotive Technology and Secretarial Science graduates, 79 percent of the Nursing graduates, 78 percent of the Welding graduates, 73 percent of Electronics, 67 percent of Child Care, and 60 percent of the Architectural Technology graduates. The programs that had a majority of black graduates were Funeral Services and Mental Health/Human Services. The Clerk Typist graduates were 50 percent white and 50 percent black. "Other race" graduates completed the following programs: Computer Programming, Electronics, Nursing, and Welding.

TABLE
NUMBER OF AWARDS CONFERRED
BY MAJOR CURRICULUM AREA, SEX, AND RACE
1983-84

	Male		Female		White		Black		Other		Total
A.A.S.	N	Row Pct	N	Row Pct	N	Row Pct	N	Row Pct	N	Row Pct	N
Accounting	3	25	9	75	12	100					12
Arch. Tech.	4	80	1	20	3	60	2	40			5
Auto. Tech.	5	83	1	17	5	83	1	17			6
Computer Prog.	7	24	22	76	26	90	2	7	1	3	29
Elec Eng Tech	15	100			11	73	3	20	1	7	15
Funeral Svs.	14	93	1	7	7	47	8	53			15
General Eng.	10	83	2	17	12	100					12
Human Services*			13	100	4	31	9	69			13
HRIM	1	50	1	50	2	100					2
Instrumentation	3	100			3	100				3	
Management	14	58	10	42	21	88	3	12			24
Mental Health*			1	100			1	100			1
Nursing	1	3	33	97	27	79	6	18	1	3	34
Police Science	13	93	1	7	12	86	2	14			14
Secretar. Sci.			6	100	5	83	1	17			6
Sub-total	90	47	101	53	150	79	38	20	3	2	191
A.A.											
Liberal Arts	1	50	1	50	2	100					2
A.S.											
Business Admin.	2	25	6	75	8	100					8
Education			2	100	2	100					2
General Studies	2	40	3	60	5	100					5
Science	1	100			1	100					18
Sub-total	6	33	12	67	18	100					18
CERTIFICATES											
Building Const.	1	100			1	100					1
Child Care*			9	100	6	67	3	33			9
Clerk-Typist			6	100	3	50	3	50			6
Machine Shop	3	100			3	100					3
Teacher Aide*											
Welding	9	100			7	78	1	11	1	11	9
Sub-total	13	46	15	54	20	71	7	25	1	4	28
Total	109	46	128	54	188	79	45	19	4	2	237

*Dual award recipients were counted only once.
Source: Admissions and Records

Table 5 provides the graduate awards conferred by age, sex, and race. Overall, it should be noted that 40 percent of all graduates were in the 25-34 age category, 22 percent were between age 22-24, 19 percent were between age 35-44, 13 percent were between 18-21, 5 percent were from 45-59, and 1 percent was 60 years old and over. Again, this distribution coincides with the overall student distribution by age.

Male and female graduates who were 25 years old and over represented about two-thirds of all graduates (65 percent of the male graduates were 25 years old and over and 64 percent of the female graduates were 25 years old and over). Proportionately, black graduates and "other race" students tended to be older than white graduates (100 percent of the "other race" students were 25 years old and over, 78 percent of the graduates who were black were 25 years old and over, and 61 percent of the white graduates were 25 years old and over).

TABLE 5
NUMBER OF AWARDS CONFERRED
BY AGE, SEX, AND RACE
1983-84

	MALE		FEMALE		WHITE		BLACK		OTHER		TOTAL	
AGE	N	Row Pct	N	Row Pct	N	Row Pct	N	Row Pct	N	Row Pct	N	Col Pct
18-21	13	42	18	58	27	87	4	13			31	13
22-24	25	47	28	53	47	89	6	11			53	22
25-34	47	50	47	50	68	72	24	26	2	2	94	40
35-44	15	33	31	67	35	76	9	20	2	4	46	19
45-59	8	67	4	33	11	92	1	8			12	5
60 & Over	1	100					1	100			1	1
TOTAL	109	46	128	54	188	79	45	19	4	2	237	100

Source: Admissions & Records

What are the implications of these data for the College? At least two things appear to be readily evident: (1) the College should continuously monitor graduation rates by sex and race to keep apprised of trends in various curricula; and (2) recruitment practices in several curricula should be completely upgraded to improve the enrollment mix, which should subsequent. affect graduation rates. This is especially true of the College Transfer programs.

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Research Report 84-7 July 25, 1984

SUMMER QUARTER 1983 & 1984 COMPARISONS

Community college enrollments have changed markedly in recent years so that monitoring the participation rates of various student subgroups has become a top priority. For example, females and part-time students in attendance at most community colleges have accelerated in recent years. Conversely, males and full-time students have been on the wane.

John Tyler Community College, like many of its counterparts, experienced a decrease in headcount enrollment and FTES this summer compared to the Summer Quarter 1983. Several explanations have been given as reasons for the decline: improved economy, tuition increase, scheduling problems, declines in the traditional college-age cohort, etc.

Below is a contrast of the Summer Quarter 1983 and 1984 enrollments showing full-time/part-time, male/female, and day/evening students. The largest decreases were in males (both full- and part-time) and day students. One of the fastest growing sub-groups at the College is females who are part-time, which corroborates statements made above.

TABLE 1
1983 & 1984 SUMMER QUARTER COMPARISONS
BY SEX, FULL-TIME/PART-TIME, & DAY/EVENING

		Summer 1983	Summer 1984	Percent of Change
Full-time	Male	106	71	(33.0)
	Female	108	87	(19.4)
	Total	214	158	(26.2)
Part-time	Male	649	485	(25.3)
	Female	1039	944	(9.1)
	Total	1688	1429	(15.3)
Total	Male	755	556	(26.4)
	Female	1147	1031	(10.1)
	Total	1902	1587	(16.6)
	Day	1310	927	(29.2)
	Evening	592	660	11.5
	Total	1902	1587	(16.6)

Source: Tuition Reconciliation Reports (Mid-Quarter).

TABLE 2

A COMPARISON OF CURRICULUM HEADCOUNT
INCLUDING NUMERICAL AND PERCENTAGE CHANGES
SUMMER 1983 AND SUMMER 1984

Curriculum	Summer 1983	Summer 1984	Numerical Change	Percent of Chg
Division of Business				
Accounting	34	27	(7)	(20.6)
Beverage Marketing	6	6	0	N/C
Business Administration	51	42	(9)	(17.6)
Business Management	103	61	(42)	(40.8)
Clerical Studies	11	8	(3)	(27.3)
Data Processing	225	164	(61)	(27.1)
Food Service	1	0	(1)	(100.0)
Police Science	32	34	2	6.3
Secretarial Science	23	25	2	8.7
Division of Communications & Social Sciences				
Child Care	27	26	(1)	(3.7)
Education	5	10	5	100.0
General Studies	16	19	3	18.3
Human Services	36	33	(3)	(8.3)
Liberal Arts	7	4	(3)	(42.9)
Mental Health	18	17	(1)	(5.6)
Teacher Instructional Aide	3	6	3	100.0
Division of Engineering Tech.				
Architecture	11	9	(2)	(18.2)
Automotive Technology	24	30	6	25.0
Automotive Tune-Up	7	—	(7)	(100.0)
Building Construction	2	2	0	N/C
Civil Engineering Tech.	1	—	(1)	(100.0)
Electronics	80	62	(18)	(22.5)
General Engineering Tech	26	29	3	11.5
Instruction	—	1	N/A	N/A
Machine Shop	9	10	1	11.1
Welding	14	9	(5)	(35.7)
Division of Natural Sciences, Math. & Allied Health				
Funeral Services	43	38	(5)	(11.6)
Nursing	223	227	4	1.8
Science	11	15	4	36.4
Unclassified				
Upgrading Employment Skills	352	234	(118)	(33.5)
Develop Job Skills	73	78	5	6.8
Career Exploration	13	12	(1)	(7.7)
Personal Satisfaction	223	189	(34)	(15.3)
Transient Student	22	30	8	36.4
Non Degree Transfer	48	29	(19)	(39.6)
High School Student	24	32	8	33.3
Pending Curriculum Approval	89	64	(25)	(28.1)
Restricted Enrollment	4	4	0	N/C
Audit	5	1	(4)	(80.0)
Grand Total	1902	1587	(315)	(16.6)

Source: VCCS 315 Curriculum Enrollment (Mid-Quarter)

A comparison of curriculum headcount for the past two Summer Quarters is displayed in Table 2. Obviously, the numerical changes and percent of change are affected by the number of students enrolled, e.g., an increase or decrease in enrollment for a curriculum enrolling about 10 students or less will appear substantial. This distortion is less apparent for programs with a substantial number of students enrolled. The greatest numerical declines are in the following areas: Division of Business (Business Management and Data Processing), the Division of Engineering Technology (Electronics), and Unclassified (upgrading job skills, personal satisfaction, non-degree transfer, and pending curricula approval).

Table 3 gives a comparison of the localities of students enrolled in the past two Summer Quarters. The largest numerical decreases were (in descending order): Petersburg, Hopewell, Chesterfield, and Colonial Heights. The greatest percent of change occurred in the following areas (in descending order): Outside Service Area, Hopewell, Colonial Heights, and Petersburg.

These data allude to the need to continue to carefully monitor enrollment rates in order to keep apprised of trends that are emerging at the College. Trends observed should be contrasted with state and national statistics on college attendance patterns. Enrollment declines comprise an area of intense concern for the College in light of population projections by the Department of Planning and Budget. The latest projections reflect minute to moderate increases for all of the cities and counties in the College's Service Area, with the exception of the cities of Richmond and Petersburg, and Surry and Sussex counties. Chesterfield County, where the College is located, is one of the fastest growing counties in the nation. This area is projected to continue to grow at the rate of about 2 to 4 percent every five years up to the year 2000.

TABLE 3
A COMPARISON OF THE LOCALITY DISTRIBUTION
SUMMER 1983 & SUMMER 1984
(HEADCOUNT ONLY)

Service Area	Summer 1983	Summer 1984	Percent of Change (N)	(%)
Amelia	10	12	2	20.0
Charles City	4	8	4	100.0
Chesterfield	653	599	(54)	(8.3)
Dinwiddie	83	73	(10)	(12.0)
Prince George	111	91	(20)	(18.0)
Surry	10	6	(4)	(40.0)
Sussex	26	23	(3)	(11.5)
Colonial Heights	187	142	(45)	(24.1)
Hopewell	182	126	(56)	(30.8)
Petersburg	275	214	(61)	(22.2)
Richmond*	221	204	(17)	(7.7)
Total (In Service Area)	1,762	1,498	(264)	(15.0)
Total (Outside Serv. Area)	140	89	(51)	(36.4)
Grand Total	1,902	1,587	(315)	(16.6)

*JTCC serves Richmond, South of the James (approximately one-third of the total population

Source: VCCS 331 Locality Distribution (Mid-Quarter)

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Research Report 84-8 August 27, 1984

SPACE UTILIZATION
FALL 1982

John Tyler Community College submits physical facilities inventory and utilization data to the State Council of Higher Education during each biennium. This information is used by the Council along with that from other Virginia state-supported institutions in developing the Virginia Plan for Higher Education and the Capital Outlay Recommendations.

Facilities inventory information alludes to room area, number of rooms, number of stations, square feet per station, and percent occupancy. Use data are provided for day, evening, and total class offerings. The day period is defined as 8:00 a.m. to 5:50 p.m., Monday through Saturday. Classroom laboratory use is presented separately for regular laboratories (biology, chemistry, etc.) and for heavy labs (engineering and vocational/technical). It should be noted that rental space has been eliminated from the day calculations. Because this space is normally only available for use in the evenings, it has been included in the evening calculations.

Below is a summary of classroom and class laboratory utilization for the College, a contrast with other colleges in the VCCS, and with the standards set by SCHEV. While each of the comparisons may be interesting, it is most important to note how the College measures up in relation to the Council's standards.

TABLE 1
A COMPARISON OF JTCC'S ROOM OCCUPANCY
CLASSROOMS, CLASS LABS, AND HEAVY LABS
FALL 1980 & 1982

ROOM TYPE/CLASS TIME	Percent Occupancy		Percent
	Current	Two Yrs Ago	Change
1. Classroom Use (Day Classes Only)	71.7	70.3	2.0
2. Regular Labs " " "	99.1	85.0	16.6
3. Heavy Labs " " "	122.6	106.5	15.1
4. Classroom Use (Evening Classes Only)	80.8	70.1	15.3
5. Regular Labs " " "	96.4	97.3	(0.9)
6. Heavy Labs " " "	134.1	110.4	21.5
7. Classroom Use (All Time Periods)	74.5	70.4	5.8
8. Regular Labs " " "	98.2	89.9	9.2
9. Heavy Labs " " "	126.2	108.4	16.4

Source: Facilities Utilization Study, State Council of Higher Education, Fall 1980, Fall 1982.

Table 1 gives a comparison of John Tyler's room occupancy during the Fall 1980 and Fall 1982. The last column shows the percent of change for the period covered, which verifies that the College has made considerable improvements. The greatest usage increases were made in heavy labs (both day and evening), regular labs (day only), and classrooms (evening only). The only type of room (and class time) that decreased was regular labs in the evening; this decrease was somewhat negligible at less than 1 percent.

TABLE 2
SUMMARY OF CLASSROOM, CLASS LABS, AND HEAVY LAB USAGE
DAY AND EVENING CLASSES
FALL 1982

ROOM TYPE/CLASS TIME	Percent Occupancy		Rank
	JTCC	VCCS	in VCCS
1. Classroom Use (Day Classes Only)	71.7	74.2	13
2. Regular Labs " " "	99.1	87.0	4
3. Heavy Labs " " "	122.6	84.1	1
4. Classroom Use (Evening Classes Only)	80.8	69.6	2
5. Regular Labs " " "	96.4	80.5	3
6. Heavy Labs " " "	134.1	78.8	1
7. Classroom Use (All Time Periods)	74.5	72.7	8
8. Regular Labs " " "	98.2	85.3	4
9. Heavy Labs " " "	126.2	83.1	1

Source: Facilities Inventory and Utilization, STR-84-02, State Council of Higher Education, May 23, 1984

Table 2 provides a summary of classroom and class laboratory utilization for JTCC and a comparison with all other colleges in the VCCS. A cursory review reveals that John Tyler ranks very high in its laboratory usage, especially heavy labs. The College also ranks high in both classroom and laboratory usage for evening classes. However, classroom usage for day classes needs to be improved. This is a difficult matter to address due to the general characteristics of JTCC's student body. A substantial percentage of students attend classes from 8 a.m. until around 12 noon, and leave to work full- or part-time jobs. The hours from approximately 1 to 6 p.m. represent an extremely slack time for instructional activity at JTCC. Attendance resumes for evening classes from 6 to 10 p.m. Strategic use of facilities and space is mandatory in light of these realities.

Table 3 compares JTCC's actual space utilization with guideline standards. An asterisk (*) is placed next to those variables that need improvement. A cursory review reveals the need to increase the average room hours per week and station use for classrooms, regular and heavy labs. Again, these data are skewed due to student attendance patterns. Note that the square feet allocations per station for both regular and heavy labs should be upgraded to at least the standard set by SCHEV. Overall, these data indicate that immediate action should be taken to increase the space allocated for laboratory work, especially the engineering and vocational/technical labs.

TABLE 3
COMPARISON OF ACTUAL FALL 1982 SPACE UTILIZATION
WITH GUIDELINE STANDARDS
FALL 1982

ROOM TYPE/CLASS TIME	JTCC (Actual)	SCHEV (Standard)	Rank In VCCS
Classroom Use Data			
* 1. Average Room Hours per Week	19	31	17
2. Percent of Occupancy	71.7	65	13
* 3. Average Hours Station Use	13.7	20.15	16
4. Square Feet per Station	18.4	16	12
5. Square Feet/Weekly Student Hours	1.34	0.79	7
Regular Labs			
* 1. Average Room Hours per Week	11.8	22	20
2. Percent of Occupancy	99.1	75	4
* 3. Average Hours Station Use	11.69	16.5	19
* 4. Square Feet per Station	37.5	45	19
5. Square Feet/Weekly Student Hours	3.21	2.73	7
Heavy Labs			
* 1. Average Room Hours per Week	12.0	22	19
2. Percent of Occupancy	122.6	75	1
* 3. Average Hours Station Use	14.71	16.5	11
* 4. Square Feet per Station	79.8	100	10 (tied)
* 5. Square Feet/Weekly Student Hours	5.43	6.06	12

*Improvements needed

TABLE 4
PERCENTAGE OF GUIDELINE ACHIEVEMENT
OF CLASSROOM AND CLASS LABORATORY SPACE
FALL 1982

JOHN TYLER	Percent of Achievement	Rank in VCCS
Classroom	67.9	18
Class Laboratory		
Regular	70.8	19
Engineering Tech/Voc	89.2	12

Table 4 above gives the percent of total guideline achievement for classroom and class laboratory space. These data summarize the information that was presented in the foregoing tables: JTCC achieved almost 70 percent of the SCHEV guideline in classroom usage, slightly over 70 percent in regular class

lab usage, and almost 90 percent in heavy class lab usage. Deviations from the standards may be attributed primarily to the need to increase average room use hours per week, along with the need to increase the square feet allocated for labs, especially heavy labs.

JTCC has made considerable improvements in the utilization of space since the last biennium. However, the above information points to the need to actively pursue the recommendations made by the Dean of Academic and Student Services one year ago:

- Attempt to schedule high enrollment general education support courses into afternoon time blocks (i.e., Psychology, Economics, Government, Mathematics, and English). Suggested times might be Monday/Wednesday and Tuesday/Thursday blocks of 1:15 to 2:45 p.m. and 2:45 to 4:15 p.m. In addition to improving utilization, this would enable some students to have a four-day class schedule.

- Continue to investigate the Weekend College concept, which could serve to build enrollment and reach new markets.

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